



Report to the Committee on Accreditation on the CTEL/CLAD Program June 25, 2015

Executive Summary

In response to the CTC/NCATE accreditation review of March 29-31, 2015 and the Committee on Accreditation action of April 30, 2015, the Azusa Pacific University School of Education provides the following supplemental response to the stipulations regarding the CTEL program:

Review of Program Content

During May 2015, two specialists within the Department of Teacher Education carefully reviewed the four courses that comprise the CTEL/CLAD Program (EDUC 501 Language Structure and Use, EDUC 502 Foundations of Literacy Development and Content Instruction for English Learners, EDUC 503 Practical Approaches and Methods to Literacy Development for English Learners, and EDUC 544 Educational Equity and Cultural Diversity in a Pluralistic Society) in the following ways:

- Alignment to CTEL Program Standards
- Review of key assessments (signature assignments) more effectively differentiate candidate performance on CTEL Program Standards
- Review of syllabi assignments to ensure accurate mapping to student learning outcomes, CTEL Program Standards, and SoE Learning Outcomes (TPEs)
- Review of course calendars for accuracy and mapping of the CTEL, and Examination Knowledge, Skills, and Abilities as represented in the Domains to weekly topics, readings, and assignments.

The course syllabi are available in Appendix A. A Matrix of Key Assignments aligned to CTEL Program Standards is available in Appendix B.

Communication with Active Candidates Around Teach-Out Plan

Three entities within Azusa Pacific University reviewed their data and record keeping systems to identify active candidates who are working to complete the CTEL/CLAD Program.

- The Graduate Registrar's Office reviewed the official enrollment records
- The Department of Teacher Education staff reviewed class rosters in CTEL/CLAD courses from 2009-2010 to the present
- The Office of Credentials and Student Placements reviewed correspondence and admissions notes related to CTEL/CLAD.

Based on all the information that was gathered, seven candidates are found to be active in the CTEL/CLAD program. Appendix C provides information about where each candidate is in the program and when they will be taking courses to complete

the program. Appendix D provides an example of official communication that was sent from the Department of Teacher Education providing CTET/CLAD candidates their individualized plan for completing the program.

Planning for Delivery of CTET/CLAD Courses in 2015-2016

The review of the CTET/CLAD curriculum and candidate status has been completed by two faculty within the Department of Teacher Education. The qualifications of these faculty members can be found in Appendix E. These faculty will be responsible for the instruction of the four courses in the CTET/CLAD Program during the 2015-2016 academic year.



SCHOOL OF EDUCATION
Department of Teacher Education

Course Syllabus
EDUC 501: Language Structure and Use
Instructor Name

I. Mission Statement of Azusa Pacific University

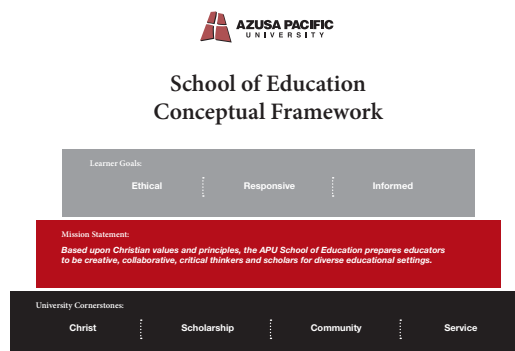
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

II. Diversity Statement

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

III. The School of Education's Conceptual Framework

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



The School of Education prepares:

- 1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice
- 2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and
- 3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

Course Syllabus

EDUC 501: Language Structure and Use

Instructor:	Class Location:
Office Phone:	Office location:
Office Email:	Office hours:

IV. Course Description

This course explores the universals of language, linguistic models of communication, and the structures and functions of English used in communicating meaning. The course provides an in-depth examination of the structure and the variations that exist in written and spoken forms of English. An emphasis is placed on identifying the particular challenges that English learners may face and designing instructional plans to deal with those challenges.

V.Course Learning Outcomes and Expected Competencies

Course outcomes and expectancies are aligned with the School of Education Learner Goals. We prepare students who are:

Ethical Educators

1. Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)
2. Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)

Responsive Educators

1. Use appropriate computer software and web-based technology to research methods and approaches and to facilitate the teaching and learning process of English learners. CTCL 8.1

Informed Educators

Explore, reflect upon and develop more integrated meaning for the significant issues in the course and professional learning goals including:

1. The complex choices of structures used in communicating meaning to others in English, including systems for phonology, morphology, syntax, semantics, pragmatics, and discourse; CTCL 4.1, 4.2, 4.3, 4.5 and 4.6
2. The nature and role of language functions and variations influencing individual and cultural differences in communication in English; CTCL 4.3
3. Assessment, analysis, and identification of structural/production errors in spoken and written forms of English. CTCL 6.1, 6.2, 6.3, 6.4
4. The significant implications of factors, which most affect language learning, including: physical, affective and cognitive psychological factors, socio-cultural and political factors, contact, acculturation, and pedagogical factors; CTCL 2.2, 2.3, 4.7, 5.4, 5.5
5. Design of instructional plans for the explicit instruction of English structure. CTCL 4.4, 7.2 7.3, 7.5

Student Learning Outcome	CTCL	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none"> • The complex choices of structures used in communicating meaning to others in English, including systems for phonology, morphology, syntax, semantics, pragmatics, and discourse • The nature and role of language functions and variations influencing individual and cultural differences in communication in English 	<ul style="list-style-type: none"> • Part I: 2.3, 4.1, 4.2, 4.3, 4.5, 4.6 	<p>Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)</p> <p>Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)</p>	<p>Language Sample Project</p> <p>Part I: Language Sample</p>
<p>-----</p> <ul style="list-style-type: none"> • Assessment, analysis, and identification of structural/production errors in spoken and written forms of English 	<p>-----</p> <ul style="list-style-type: none"> • Part II: 3.1, 3.4, 3.5, 3.6, 6.2 		<p>-----</p> <p>Part II: Analysis of Language Sample</p>

<ul style="list-style-type: none"> • The significant implications of factors, which most affect language learning, including: physical, affective and cognitive psychological factors, socio-cultural and political factors, contact, acculturation, and pedagogical factors • Design of instructional plans for the explicit instruction of English structure 	<ul style="list-style-type: none"> • Part III: 4.7, 5.3, 5.4, 5.5 • 7.3, 7.5 		----- Part III: Interventions based on Language sample
<ul style="list-style-type: none"> • Assessment, analysis, and identification of structural/production errors in spoken and written forms of English 	6.1, 6.2, 6.3, 6.4		Assessment and Instructional Planning
<ul style="list-style-type: none"> • Design of instructional plans for the explicit instruction of English structure 	4.4, 7.2, 7.3, 7.5, 8.1		Strategies Assignment

Professional Teacher Dispositions

In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our students in their endeavor to become Ethical, Responsive, and Informed educators. Dispositions will be addressed in each course. Failure to maintain the appropriate dispositions may result in removal from the program.

Current NCATE definition of dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (NCATE 2015)

During each course, if dispositional issues arise, instructors will complete a Dispositional Notice, meet with the candidate to develop a remediation plan, and report same to the program director so continued adherence can be monitored. Additionally, Dispositions Rating sheets are included in each class's Sakai site so students are kept aware of the expectations throughout their program.

Credit Hours

Following the APU Credit Hour policy, to meet the identified course learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 9 week term will approximate 5 hours per week of direct faculty instruction (synchronous chat and class sessions, asynchronous forum discussions), and faculty-guided content (lessons and presentations). and an additional 15 hours per week of learning activities, projects, and discussions.

In addition, out-of-class student work will approximate a minimum of 15 hours of graduate level work each week.

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this <u>3</u> unit course, delivered over a <u>9</u> week term will approximate:	
Hours	
30	Language Sample Project (Signature assignment)
15	Assessment Assignment
10	Faith Integration Assignments
20	Strategies Assignment
15	Weekly Forum Discussions
15	Weekly Assignments
30	Textbook and Supplemental Readings
135 hours total	

VI. Required Textbooks and Study Resources

Finegan, Edward. *Language, Its Structure and Use* (2008)

Copyright Responsibilities:

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Information Literacy and Use of the Library:

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively

the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.

This course provides students the opportunity to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

VII. Course Requirements:

A. All students in the School of Education are required to maintain a current subscription to Taskstream and be enrolled in the applicable program folios. All students are required to submit particular assignments and other forms in Taskstream as they progress through their program. These assignments must be submitted in Taskstream by the deadline specified in the syllabus. It is the responsibility of the student to ensure that he/she has an active Taskstream account, is enrolled in the correct folio(s), and submits his/her assignments to the correct evaluator.

For Taskstreams help, go to:

Taskstream – 800-311-5656 help@Taskstream.com

IMT Help Desk - 626-815-5050 support@apu.edu

The signature assignment in this course must be submitted in Taskstream by the deadline specified in the course syllabus.

B. Participation//Late Assignment Policy/Attendance

For maximum benefit to our learning community, active participation, completion of assigned readings, assignments, activities, and preparation prior to discussion is critical. Together we will provide a broader, richer experience for all members of our learning community.

- Postings to Forums : To receive full credit you will need to participate [your original post and response to minimum of two other classmates] in required forums. Your initial postings (answers to the questions) must be posted ***before the last two days of the Forum closing*** to receive full credit. Posting on the last day does not give your classmates time to respond. Posts not completed on time will result in 1/2 or 0 credit.

- All assignments must be submitted by 11:45 pm Pacific Time (PT) the day it is due.
- Assignments submitted late will result in a loss of 1 point credit for each day the assignment is late.
(Example, if the assignment was worth 10 points and your score was 9 points as a result of the late submission you would receive a final score of 8.0 for the first day late and 7.0 for the second day it was submitted late.)

Attendance for online classes is assessed through the instructor's examination of a number of factors, such as a student's full participation in assignments and activities in the online environment, engagement with classmate's in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two classes will result in a one letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two classes will result in a failing grade

VIII. Course Evaluation and Assessment

Language Sample Project (Signature Assignment)	30%
Assessment Assignment	15%
Faith Integration	5%
Strategies Assignment	15%
Weekly Forum Discussions	15%
Weekly Assignments	20%
Total	100%

Grade scale

95-100=A	89-91=B+	78-80=C+	65-69=D	0-64=F
92-94=A-	84-88=B	73-77=C		
	81-83=B-**	70-72=C-		

** Students in graduate programs must maintain a 3.0 average on cumulative coursework. You may monitor your progress throughout the course from our online grade book. For policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Graduate Catalog.

Definition of work quality as demonstrated by letter grades:

- A** **Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- B** **More than adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.

- C Adequate acquisition** of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

IX. Program/Course Policies

A. Assignment Policies

All assignments for the course are to be completed and submitted on time in order to receive full credit. Permission for late work is granted only by special request to your faculty.

B. Requests for Graduate Course Incompletes

Request for Graduate Course Incomplete is discouraged. Incompletes are rare and are available only in "special and unusual circumstances" as negotiated with the instructor prior to the end of the term. In addition, an incomplete can only be given if the student has completed a substantial part of the coursework (greater than 75%), is doing passing work at the time the incomplete request is filed, and has satisfactory attendance up to the last day to withdraw in the term.

Please note that additional documentation related to the extenuating circumstance that prevented the teacher candidate from completing her/his work may be required.

See Graduate Catalog for policies regarding withdrawals and grade record permanence.

C. Reuse of previous assignments from one course to another is inconsistent with plagiarism policy and is not allowed.

D. Unless specified otherwise, the style standard by which formal writing assignments will be evaluated is the APA Style Guide.

E. Retention of Records

You are responsible for retaining syllabi and course records. These may be needed in regard to possible grade questions and/or changes and for future requests regarding course content and expectations.

F. Academic Integrity Policy

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity

Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

All students enrolled in this course are bound by the Academic Integrity and Dishonesty Policy including plagiarism, fabrication, academic dishonesty, and cheating.

G. Appeals and Grievance Procedures.

Students wishing to appeal course grades may consult the Graduate Catalog for appropriate procedures.

H. Student Support Services

There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit www.apu.edu/lec, or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at lec@apu.edu.

X. Course Assignments and Available Support Services

A. Key Signature Assignment: Language Sample Project

Please upload your Key Signature Assignment on to TaskStream.

LANGUAGE SAMPLE PROJECT DESCRIPTION	Due Date
<p>Part I: LANGUAGE SAMPLE</p> <p><u>Purpose</u></p> <p>1. This assignment requires a language sample from two students (K-12). One student MUST be an ELD level 1 to 4. The other MUST be an English Only Speaker of the same age. <u>A minimum</u> of 50 "utterances" from <u>each</u> student should be obtained. In nearly all cases it will be necessary to tape record the sample. ("Utterances " will be defined in class.) The 50 utterances will be transcribed verbatim onto copies of data sheets and handed in. OBTAIN APPROPRIATE WRITTEN PERMISSION PER SCHOOL POLICIES TO AUDIO RECORD THE STUDENTS.</p> <p>2. To analyze these samples according to communicative use & pragmatics, content and</p>	<p>Week 9</p> <p>Part I: CTEL 2.3, 4.1, 4.2, 4.3, 4.5, and 4.6</p> <p>Part II: CTEL 3.1, 3.4, 3.5, 3.6,</p> <p>Part III: CTEL 5.3, 5.5,</p>

<p>grammatical structure (form) and language uses (functions) per utterance.</p> <p>3. To compare and contrast the two samples of language uses and structure according to their function and forms depending on the student's English Language abilities.</p> <p><u>Format</u></p> <p>A 8-10 page typed, 12 font, double spaced analysis and comparison of the two samples. Papers must be well organized and use subheadings reflecting the analysis described below. APA Formatting is REQUIRED.</p> <p><u>PART II: ANALYSIS</u></p> <p>Each of the following five areas must be included in your analysis as to how the 2 students produced language FORMS and FUNCTIONS. A comparison and contrast use will require you to consider linguistic structure. The analysis will require you to apply the Language Sample analysis per Utterance. Following are suggested guidelines in each area. Below are some guiding questions to assist you in writing your paper.</p> <p><u>1. Communicative Use.</u> How does each student use language: What communicative purposes or functions are used in the sample? Give examples. What are the predominant communicative functions?</p> <p><u>2. Communicative Content.</u> What topics does each student talk about? Is the vocabulary adequate? Are the topics and concepts concrete/abstract? Present/past/future tense? Actions/things/qualities? Feelings?, etc. How does the content of the student's language reflect the student's cognitive stage? What cognitive stage does each student appear to be in?</p> <p><u>3. Communicative Form (Grammatical Structure).</u> Characterize the surface structure of each student's language (e.g., early word combinations; emerging use of grammatical morphemes; complete but simple sentences; complex structure, etc.) Are there consistent morphological errors or omissions? Compute the Mean Length of Utterance (MLU) in morphemes for each sample, and discuss.</p> <p><u>4. Pragmatics.</u> Discuss pragmatic features such as the use of accurate or inaccurate presuppositions; grammatical ellipsis and back channeling; topic maintenance, reading social cues, eye contact, extension, topic shift; use of polite forms, etc.</p> <p><u>5. Communicative Context:</u> Describe the communicative context or situation in which the sample occurs. Discuss <u>how</u> (not whether) <u>each</u> of the dimensions of content, use and form, is influenced by the situation. For example, if the context is an interview setting discuss how the nature of the interview (including the relationship between the interviewer and the person being interviewed) affected each dimension.</p> <p><u>Part III: Intervention</u></p> <p>Based on your findings through the analysis, provide suggestions for intervention for</p>	<p>7.3, 7.5</p>
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<p>your target student. In what areas would you suggest intervention be appropriate? What specific and/or general skills should be targeted? How might you teach these skills? What ELD and SDAIE strategies may fit the student's needs? What ELD and CCSS foundational skill standards apply? Make use of the internet, university research tools, and course book and resources to provide standard based Interventions that are focused on the particular needs of each student.</p> <p>The suggestions must be based on the findings from your language assessment. Describe what behaviors you would target and how these skills would be taught. Discuss the importance of teaching the behaviors to the student. How could the student benefit from learning the communication skills?</p>	

B. Assessment Assignment

Assessment and Instructional Plan Assignment	Due Date
<p>Assessment Assignment:</p> <p>The goal of this assignment is to provide needed information as if you were presenting at a Student Study Team (SST) or Intervention Study Team (IST). Given a variety of assessment data on a student you have or have had, analyze the data, describe student strengths and weaknesses in regard to individual factors of proficiency (reading, writing, speaking), and provide a long-range instructional plan to meet the needs of this student.</p> <p>Prepare a 5 page report (including Instructional Plan) (APA Format). Include:</p> <ul style="list-style-type: none"> • Student – Provide relevant information like age, grade, gender, circumstances, grades, ethnicity, ELD level....all and any pertinent information about the student • <u>Assessments</u> - Look for and gather at least 5 types of data/assessments (curriculum-based) and (NRT norm-referenced), or any type of data that will inform you of the students linguistic status, needs, levels, etc.... • Assessments must include your student: <ul style="list-style-type: none"> ◦ CELDT detailed Scores and levels (NRT) ◦ Most current CST or CCSS scores (Summative) ◦ District or Interim Assessments (Criterion) ◦ Teacher/Formative assessments/Samples ◦ Results from Curriculum Based Measurements like Reading Inventories ◦ DIBELS, Lexia or Read 180/Sys 44 (Diagnostic) • List the names of the assessments and describe each assessment. What does it measure and what does it inform you regarding the ELL student? • <u>Data analysis</u> - Analyze data on a student: specific tests and how do these assessments begins to explain the performance level of the student? Compare this information with the grade level standards CCSS, new ELD standards, Foundational skills, etc. 	<p>Week 5</p> <p>CTEL 6.1, 6.2, 6.3, 6.4</p>

<ul style="list-style-type: none"> • <u>Student's Performance Level</u> - Describe the student's strengths and weaknesses in regards to individual factors of proficiency. If you are an elementary level teacher, you need to include reading, writing, and speaking. If you are a middle or secondary teacher, use reading, writing, and speaking within your content area. MUST make use of Data to validate statements. • <u>The Instructional Plan</u> Provide an instructional plan to meet the needs of this student. The plan refers to a short module or unit directly linked to grade level standards and subject matter. For example, if you are a math teacher, take a specific unit and develop a lesson plan including the data from the assessment and incorporating specific strategies that will address the student's needs, ensuring mastery of the concept being taught. You will need to use the SDAIE (Specially Designed Academic Instruction in English) lesson template found in Doc Sharing for the lesson plan format. 	
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C. Faith Integration Assignment

Forum Discussions	Due Date
The focus of the faith integration assignments for this course is: Language and Identity: Dignity and "Worth" of the Individual. There are 7 forums to respond to. Follow the guidelines for the Forums as included in syllabus item "E".	Weeks 1-7 SOE Learner Goals: Ethical Educators TPE 8, 11, 12, 13 CTCL 4.4, 4.7, 5.4

D. Strategies Assignment

Strategies Assignment	Due Date
STRATEGIES: Using your choice of one or more strategies' textbooks developed for the instruction of English learners, select two strategies (ELD and/or SDAIE) to use in your classroom each week. Strategies must be based on foundational instruction for ELLs ***Effectively use the strategies to complement comprehensively with both ELD and CCSS Foundational Skill Standards Complete and submit weekly a 1 page report on each strategy's effectiveness, issues, and challenges as applied or in combination to ELD Instructional Programs. By the	Week 9 CTCL 7.2, 7.3, 7.5, 8.1

<p>9th session of class, write a summative reflection paper addressing discovery of current ELD (reading, writing, listening, and speaking) and content area approaches, selecting and applying multiple strategies to access core content, providing cognitively engaging input, and assessing and analyzing student progress.</p> <p>The summary must include your reflections on the effectiveness of the strategy for your ELs, any need for improvement in your instructional design and delivery- Comment specifically on your use of these strategies in teaching, additional scaffolding needed to improve effectiveness, modifications you have made in your teaching, and your perception of your professional growth in this area.</p>	
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E. Forum Discussions

Forum Discussions	Due Date
<p>All students are required to participate and engage themselves in a variety of ways for this course.</p> <p>This class makes use of a debate format where participants engage in thoughtful discussion regarding various topics through Forums. The section of Forums provides a way for participants in the class to interact with each other as they do not have the opportunity to meet face to face. For this reason, participation is vital. As all participants approach topics with their own unique world views, there may be, at times, disagreement and argument present. However, please note that "argument" does not mean "attack". If you do not agree with a particular viewpoint that has been expressed, your responses should focus on why you disagree, supporting your viewpoint with references.</p> <p>Each week there will be one (1) course content- specific discussion forum for students to participate in.</p> <p>[Note: There are also Faith Integration Forums – these can be found in the Faith Integration Forum tab in Sakai.]</p> <p>See Forum Posting Guidelines in Sakai and Syllabus section VII B.</p>	<p>Weekly</p> <p>Course associated CTEL standards SOE Learner Goals CTC TPEs</p>

F. Weekly Assignments

Weekly Assignments	Due Date
<p>Participation: All students are required to participate in the weekly assignments and engage themselves in a variety of ways for this course.</p> <p>Participation includes reading from the texts and other resources, providing written viewpoints and reflective responses to readings, completing assigned activities based on course readings and lectures, and moderating a Forum discussion.</p>	<p>Weekly</p> <p>Course associated CTCL standards SOE Learner Goals CTC TPEs</p>

Course Calendar and Schedule

This is subject to change depending on the particular teacher's plan and approach. Course calendar and schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Date	Topic	Assignments	Faith Integration Topics to Respond to:	CTEL Domain Subtest
Week 1	<ul style="list-style-type: none"> Language and Linguistics Phonology Phonemes 	<ul style="list-style-type: none"> Read chapter 1 and 3 Autobiography in brief Forum discussion: languages and linguistics Reading Reflection of Ch 1 IPA Transcript Analysis IPA Transcription and Analysis 	<p>Focus: Language and Identity: Dignity and "Worth" of the individual</p> <p>How does a Christian worldview answer the question: What is the worth of an individual?</p>	Test 1, Domain 1, 001
Week 2	Morphology	<ul style="list-style-type: none"> Read chapter 2 Exercise 2-21, 2-23 Response to article: Way with Words Forum Discussion: Morphemic Analysis (M.A.) Morphemic Analysis of Transcribed Speech Sample 	How does a Christian worldview answer the question: How should the dignity of a person be upheld?	Test 1, Domain 1, 001
Week 3	Syntax	<ul style="list-style-type: none"> Read chapters 4, 5 Response to lecture 3 Phrase Trees Complete Exercises in Chapter 4-17, 4-18, or 4-20 Complete ch 5 exercise: 5-12 Forum Discussion: 	Define "identity". What are the components? Do we have more than one identity? What role does faith play in our identity(ies)?	Test 1, Domain 1, 002
Week 4	<ul style="list-style-type: none"> Syntax Universal Grammar Explicit Systematic Syntax Instruction 	<ul style="list-style-type: none"> Read chapter 6: The Study of Meaning: Semantics Read and write reflection to chapter 7: Language Universals Read and write response to article: Universal Grammar: Semantics in the Classroom 	See Faith Folder in Sakai for statements to respond to. (Dignity of the individual)	Test 1, Domain 1, 002

		<ul style="list-style-type: none"> ▪ Exercise 6-11, 6-12, or 6-13 ▪ Exercise 7-2 ▪ Forum Discussion: Potential Syntactic Difficulties 		
Week 5	Semantics	<ul style="list-style-type: none"> • Lecture: Semantics and Pragmatics • Read Chapter 8: Pragmatics • Read Chapter 11: Variations/Dialects • Complete Exercises 8-8 or 8-12 • Assessment Assignment due • Forums: Semantics and Pragmatics 	See Faith Folder in Sakai for statements to respond to. (Language as social action)	Test 1, Domain 1, 002
Week 6	<ul style="list-style-type: none"> ▪ Semantics ▪ Vocabulary Development ▪ Language Universals and Typology 	<ul style="list-style-type: none"> ▪ Read chapter 10 ▪ Identify Challenging Semantic Variables in the Classroom ▪ Reflective Paper: Classroom Communication and the EL ▪ Forums: Current Issues of Linguistics ▪ Exercise chapter 10: 10-8, 10-10 	See Faith Folder in Sakai for statements to respond to. (Language, Self, and World)	Test 1, Domain 1, 002
Week 7	<ul style="list-style-type: none"> ▪ Pragmatics ▪ Variation ▪ Dialects 	<ul style="list-style-type: none"> ▪ Read Chapter 9 ▪ Response to lecture 7 ▪ Read and Reflect on article: Oral and Literate Traditions Among Black Americans in Poverty ▪ Forum Discussion: Regional/social dialects ▪ Dialect Speech Sample Survey 	See Faith Folder in Sakai for statements to respond to. (Dignity and the Learning Environment)	Test 1, Domain 1, 003, 005 CTEL 4.4
Week 8	Language Functions	<ul style="list-style-type: none"> • Language Structure and Use • Read Chapter 12: Writing • Lecture 8 Response 		Test 1, Domain 1, 003
Week 9 <i>Upload Signature Assignment to TaskStream</i>	<ul style="list-style-type: none"> ▪ Language Change Over Time ▪ Discourse Analysis ▪ Speech Acts ▪ Conversation 	<ul style="list-style-type: none"> ▪ Lecture: Language Change Over Time ▪ Reflection Response Paper to Lecture ▪ Read chapter 13 ▪ Reflective Paper: Psychological and Socio-cultural factors – Reducing the Negative Impact ▪ Signature Assignment: Language Sample Project Due 		Test 1, Domain 1, 001, 002, 003, 004, 005 CTEL 4.7, 5.4

Content Related Forums

Session	Prompt
1	<p>1. Biography in Brief</p> <p>Please share a bit about yourself – In light of chapter 1, discuss your families linguistic patterns and historical connections knowing that in the United States we all have come from someplace else (unless you are Native American). Even then you would have a linguistic connection to another language than English. Explore your cultural ties and linguistic communication patterns you have noticed in your family, your relatives, your ancestors.</p> <hr/> <p>2. Language and Linguistics</p> <p>Your ESL class complains that English spelling is chaotic. Reading would be easier they say, if spelling reflected pronunciation. As examples, they claim that <i>electricity</i> should be spelled <elektricity> or <alektrisatee> and <i>electrical</i> <elektrikal> or <alektralkal>; likewise, they say cats should be <kats> and <i>dogs</i> <dogz>.</p> <p>In what sense could your students' claim be right? On the other hand, what arguments could you offer in support of the view that reading is easier with little or no variation in the spelling of the ELECTRIC morpheme and the 'PLURAL' morpheme even when the pronunciation differs? In other words, what are other good arguments for keeping the traditional spelling in such cases? End your response with what you have encountered in your own classroom.</p> <p></dogz></kats></alektralkal></alektrisatee></elektricity></p>
2	<p>1. Language and Culture</p> <p>In making language relevant, how could you encourage your students to identify the names of food items that the English language has borrowed from the languages of the students' respective ethnic heritages?</p>

3	<p>1. Phrase Trees</p> <p>In your experience, how do Phrase Trees differ and help you as a teacher? With what we know about brain based research, how would the use of Phrase Trees help all our students, especially the ELL and the lower quartiles in our classes?</p> <hr/> <p>2. Syntax</p> <p>What would your definition be of complex complete sentences? How would you teach the dynamics of sentence structure? What state standards would you use-- EL or Grade Ten? Why? How would you vary your curriculum to fit the needs of ALL your students? Please support your answer with textual and personal references.</p>
4	<p>Language Universals</p> <p>This chapter describes "language universals". Do you think that everything that was said in this chapter about language universals applies to all varieties of every language - other words, to all dialects of a language as well? What about nonstandard dialects? Explain your position.</p>
5	<p>1. For your lecture this week, please read Chapter 6 and then take what you have learned and participate in Forums - Week 5 discussion.</p> <hr/> <p>2. Semantics and Pragmatics</p> <p>Some people think we should say we speak American and not English because the differences at times seemed so pronounced.</p> <p>In some cases, words in Britain are hardly known in the United States. Other words that are ordinary in the United States are not common in Britain. Pick one of the following and give the ordinary American English equivalent: <i>fortnight, holiday, motorway, diversion, joining points, tailback, hire car, car park, windscreen, spanner</i>. Please try not to repeat and share any others you may know.</p>
6	<p>1. Lecture: Chapter 7</p> <p>For our lecture this week, please read Chapter 7 and complete the exercise below. Go to the first page of Chapter 7 and select one of the "situations"</p> <p>Respond to one of the bullets.</p> <ul style="list-style-type: none"> • What would you tell your third-grade niece?

	<ul style="list-style-type: none"> • What is your conclusion regarding your cousin and the dialects? • What argument can you make to convince your classmate that the word order is not a matter of logic and that Japanese and English are equally logical (or illogical) in this regard? <p>2. Linguistic Features</p> <p>Link to APU's school newspaper, the Clause: www.theclause.org/. Choose a passage from one register and list 5 linguistic features that contribute to the characterization of that particular register. Provide an example of each feature from your passage. An example of a linguistic feature would be that under the Campus Safety Report the author used exact dates and times.</p>
7	<p>1. Speech Acts</p> <p>When people from different cultures have different norms about what type of politeness is required in a particular context, trouble can easily arise.</p> <p>Speech Acts and Conversation</p> <p>Some of these differences are cultural while others are based on gender, ethnicity, region, age, and religion. Share any experience where your communication style was different from your students. How did you handle the situation?</p> <hr/> <p>Lecture: Speech Acts and Conversation, <i>One Semester of Spanish Love Song</i></p> <p><u>Click here, listen and enjoy!</u> (available on Youtube)</p> <p>The video, One Semester of Spanish Love Song, addresses all the components of language; semantics (vocabulary, meaning), morphology (suffixes, affixes, minimal meaning of a word), syntax (grammar, the way in which words are formed to make a larger word), pragmatics (rules, how and when you use a type of language) and phonology (sound system). Using the video as an assessment tool, address two of the above components of language and give examples of next steps for Mike.</p>
8	<p>Lecture: Language Structure and Use</p> <ul style="list-style-type: none"> • Writing http://www.krysstal.com/writing_evolution.html <p>http://www.krysstal.com/writing_evolution.html</p> <p>http://www.krysstal.com/writing_evolution.html</p> <p>How does the evolution of writing inform you as a teacher in working with</p>

	students cross-culturally? In knowing that the brain is a pattern seeker, how does this information, along with the evolution of writing, play a role in teaching <u>all</u> students how to write?
9	<p>1. Lecture: The Dynamic of Language</p> <p>Language Change over Time</p> <ul style="list-style-type: none"> ○ Chapter 13 ○ Historical Linguistics ○ Living Languages <p>Given that languages change within a lifetime, teachers need to be attentive to such changes and consider whether usages they may have been taught as correct in the past remain the only correct form.</p> <p>The Dynamic of Language:</p> <p>Identify two prescriptive rules you were taught that you believe may reflect outdated usage. Check a good usage handbook or dictionary to see what they report about current usage for those linguistic features. Would you still teach these rules to your students - why or why not?</p> <p>2. What have we learned?</p> <p>As you have done the work involved in the class and the research report, what are you walking away with from this class that you can in turn incorporate in your own teaching?</p>

Faith Integration Forums

Focus: Language and Identity: Dignity and “Worth” of the individual

Week 1	How does a Christian worldview answer the question: What is the worth of an individual?
Week 2	How does a Christian worldview answer the question: How should the dignity of a person be upheld?
Week 3	<p>Define “identity”. What are the components? Do we have more than one identity?</p> <p>What role does faith play in our identity(ies)?</p>
Week 4	Read the following statement:

	<p>Identity, whether on an individual, social, or institutional level, is something that we are constantly building and negotiating throughout our lives through our interaction with others. (Joanna Thornborrow. (2004). Language and identity. In <i>Language, society and power</i>.)</p> <p>How does a teacher's understanding of language forms and functions as well as degrees of language proficiency influence instructional choices and creation of a learning environment that upholds the dignity of the individual?</p>
Week 5	<p>"The emphasis is on identities not essentially given but actively produced – whether through deliberate, strategic manipulation, or through out-of- awareness practices. This both captures the agency of speakers and views language as social action." (Kroskrity, P., 2000). <i>Journal of Linguistic Anthropology</i>, 9(1-2), 111-114.</p> <p>Language as social action...what does this mean to you? Provide a specific example.</p> <p>From a Christian worldview, what is an individual's responsibility towards social action?</p> <p>Provide at least 2 examples from biblical scripture that would "qualify" as social action.</p>
Week 6	<p>"Language is inextricably linked with identity and in order to save identity, we must attempt to save our language. Norton (1997) states that every time language learners speak, they are not only exchanging information with their interlocutors, they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world." (Dastgoshadeh, A. & Jalilzadeh, K., 2011). <i>European Journal of Social Sciences</i>. Volume 21, Number 4.</p> <p>Reflect on the above statement. Do you agree or disagree? Why?</p>
Week 7	<p>Consider the students in your classroom(s).</p> <p>In light of the above statement, how will you deliberately and thoughtfully provide a learning environment that upholds the dignity and worth of the individual English learner while providing appropriate language practice and interventions necessary for academic success and social, emotional, and psychological health?</p>



Course Syllabus
EDUC 502: Foundations of Literacy Development and Content Instruction for English Learners

Instructor Name

I. Mission Statement of Azusa Pacific University

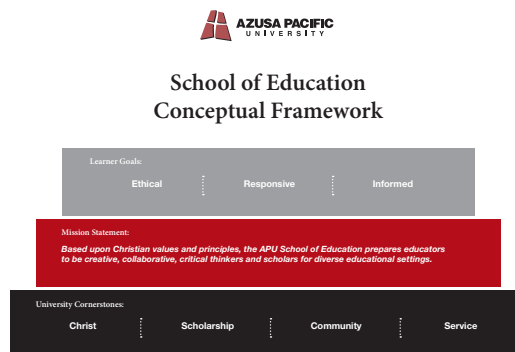
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

II. Diversity Statement

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

III. The School of Education's Conceptual Framework

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



The School of Education prepares:

- 1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice
- 2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and
- 3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

Course Syllabus

EDUC 502 Foundations of Literacy Development and Content Instruction for English Learners

Instructor:	Class Location:
Office Phone:	Office location:
Office Email:	Office hours:

IV. Course Description

This course examines models and methods of literacy development and content instruction for English learners. Candidates will explore the historical and legal and legislative foundations of English language instruction.

V. Course Learning Outcomes and Expected Competencies

Course outcomes and expectancies are aligned with the School of Education Learner Goals. We prepare students who are:

Ethical Educators

1. Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)
2. Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)

Responsive Educators

1. Use appropriate computer-based technology to facilitate the teaching and learning process. CTET 3.1, 8.1

Informed Educators

Explore, reflect upon and develop more integrated meaning for the significant issues in the course and the professional learning goals, including:

1. The underlying philosophies and assumptions for various instructional program models for English learners. CTET 7.2
2. The foundations of English language literacy, including oral and written language development. CTET 7.2
3. The historical, legal and legislative foundations of programs for English learners, including federal and state laws, policies and legal decisions. CTET 2.3, 2.4, 2.7, 7.1
4. Demographic changes at the local, state and national levels. CTET 7.1
5. Assessment-based instructional planning, organization and delivery for English learners, including effective resource use. CTET 6.3, 7.3, 7.4 and 7.5
6. Current approaches and methods in content based ELD and SDAIE. CTET 7.3, 7.4, 7.5
7. Language and content area instruction for English learners, including differentiation and scaffolding of assessment. CTET 6.4, 8.4

Student Learning Outcome	CTET	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none">• The underlying philosophies and assumptions for various instructional program models for English learners• The foundations of English language literacy, including oral and written language development• Assessment-based instructional planning, organization and delivery for English learners, including effective	<ul style="list-style-type: none">• Part I: 7.2• 7.2• 6.3, 6.4, 7.3, 7.4	Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)	Assessment Based Instructional Planning Assignment Part I: Assessment and SDAIE Instruction (thematic unit) Key Signature Assignment

<ul style="list-style-type: none"> resource use Current approaches and methods in content based ELD and SDAIE <hr/> <ul style="list-style-type: none"> Language and content area instruction for English learners, including differentiation and scaffolding of assessment <hr/> <ul style="list-style-type: none"> Use appropriate computer-based technology to facilitate the teaching and learning process 	<ul style="list-style-type: none"> 7.3, 7.5 <hr/> <ul style="list-style-type: none"> Part II: 6.4, 8.4 <hr/> <ul style="list-style-type: none"> Part III: 3.1, 8.1 		<hr/> Part II: Unit Planning and Content <hr/> Part III: Thematic Unit Presentation
<ul style="list-style-type: none"> The historical, legal and legislative foundations of programs for English learners, including federal and state laws, policies and legal decisions Demographic changes at the local, state and national levels 	<ul style="list-style-type: none"> 2.3, 2.4, 2.7, 7.1 9.3 	Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)	Research Paper

Professional Teacher Dispositions

In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our students in their endeavor to become Ethical, Responsive, and Informed educators. Dispositions will be addressed in each course. Failure to maintain the appropriate dispositions may result in removal from the program.

Current NCATE definition of dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (NCATE 2015)

During each course, if dispositional issues arise, instructors will complete a Dispositional Notice, meet with the candidate to develop a remediation plan, and report same to the program director so continued adherence can be monitored. Additionally, Dispositions Rating sheets are included in each class's Sakai site so students are kept aware of the expectations throughout their program.

Credit Hours

Following the APU Credit Hour policy, to meet the identified course learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 9 week term will approximate 5 hours per week of direct faculty instruction (synchronous chat and class sessions, asynchronous forum discussions), and faculty-guided content (lessons and presentations). and an additional 15 hours per week of learning activities, projects, and discussions.

In addition, out-of-class student work will approximate a minimum of 15 hours of graduate level work each week.

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this <u>3</u> unit course, delivered over a <u>9</u> week term will approximate:	
Hours	
40	Assessment-Based Instructional Planning Assignment (Signature assignment)
20	Research Paper
10	Faith Integration Assignments
15	Weekly Forum Discussions
20	Weekly Assignments
30	Textbook and Supplemental Readings
135 hours total	

VI. Required Textbooks and Study Resources

Diaz-Rico, L. T. (2008). *A course for teaching English Learners*. Boston: Pearson Education.

Copyright Responsibilities:

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.

This course provides students the opportunity to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

VII. Course Requirements:

A. All students in the School of Education are required to maintain a current subscription to Taskstream and be enrolled in the applicable program folios. All students are required to submit particular assignments and other forms in Taskstream as they progress through their program. These assignments must be submitted in Taskstream by the deadline specified in the syllabus. It is the responsibility of the student to ensure that he/she has an active Taskstream account, is enrolled in the correct folio(s), and submits his/her assignments to the correct evaluator.

For Taskstreams help, go to:

Taskstream – 800-311-5656 help@Taskstream.com

IMT Help Desk - 626-815-5050 support@apu.edu

The signature assignment in this course must be submitted in Taskstream by the deadline specified in the course syllabus.

B. Participation//Late Assignment Policy//Attendance

For maximum benefit to our learning community, active participation, completion of assigned readings, assignments, activities, and preparation prior to discussion is critical. Together we will provide a broader, richer experience for all members of our learning community.

- Postings to Forums : To receive full credit you will need to participate [your original post and response to minimum of two other classmates] in required forums. Your initial postings (answers to the questions) must be posted *before the*

last two days of the Forum closing to receive full credit. Posting on the last day does not give your classmates time to respond. Posts not completed on time will result in 1/2 or 0 credit.

- All assignments must be submitted by 11:45 pm Pacific Time (PT) the day it is due.
- Assignments submitted late will result in a loss of 1 point credit for each day the assignment is late.
(Example, if the assignment was worth 10 points and your score was 9 points as a result of the late submission you would receive a final score of 8.0 for the first day late and 7.0 for the second day it was submitted late.)

Attendance for online classes is assessed through the instructor's examination of a number of factors, such as a student's full participation in assignments and activities in the online environment, engagement with classmate's in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two classes will result in a one letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two classes will result in a failing grade

VIII. Course Evaluation and Assessment

Assessment-Based Instructional Planning Assignment (Signature assignment)	30%
Research Project	25%
Faith Integration Assignment	5%
Weekly Forum Discussions	15%
Weekly Assignments	25%
Total	100%

Grade scale

95-100=A	89-91=B+	78-80=C+	65-69=D	0-64=F
92-94=A-	84-88=B	73-77=C		
	81-83=B-**	70-72=C-		

** Students in graduate programs must maintain a 3.0 average on cumulative coursework. You may monitor your progress throughout the course from our online grade book. For policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Graduate Catalog.

Definition of work quality as demonstrated by letter grades:

A **Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and

development of skills and competencies in the field of education.

- B More than adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.
- C Adequate acquisition** of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

IX. Program/Course Policies

A. Assignment Policies

All assignments for the course are to be completed and submitted on time in order to receive full credit. Permission for late work is granted only by special request to your faculty.

B. Requests for Graduate Course Incompletes

Request for Graduate Course Incomplete is discouraged. Incompletes are rare and are available only in "special and unusual circumstances" as negotiated with the instructor prior to the end of the term. In addition, an incomplete can only be given if the student has completed a substantial part of the coursework (greater than 75%), is doing passing work at the time the incomplete request is filed, and has satisfactory attendance up to the last day to withdraw in the term.

Please note that additional documentation related to the extenuating circumstance that prevented the teacher candidate from completing her/his work may be required.

See Graduate Catalog for policies regarding withdrawals and grade record permanence.

C. Reuse of previous assignments from one course to another is inconsistent with plagiarism policy and is not allowed.

D. Unless specified otherwise, the style standard by which formal writing assignments will be evaluated is the APA Style Guide.

E. Retention of Records

You are responsible for retaining syllabi and course records. These may be needed in regard to possible grade questions and/or changes and for future requests regarding course content and expectations.

F. Academic Integrity Policy

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility

consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

All students enrolled in this course are bound by the Academic Integrity and Dishonesty Policy including plagiarism, fabrication, academic dishonesty, and cheating.

G. Appeals and Grievance Procedures.

Students wishing to appeal course grades may consult the Graduate Catalog for appropriate procedures.

H. Student Support Services

There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit www.apu.edu/lec, or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at lec@apu.edu.

X. Course Assignments and Available Support Services

A. Key Signature Assignment: Assessment-Based Instructional Planning Assignment

Please upload your Key Signature Assignment on to TaskStream.

Assessment-Based Instructional Planning	Due Date
<p>Assessment-Based Instructional Planning</p> <p>One of the great challenges to teachers is that English learners are and/or arrive in classrooms at different levels of proficiency in English. Using assessment data is imperative to create adequate instruction to provide students access to the curriculum. This is very evident now in the presence of Common Core Standards, Foundational Skills, and new California Comprehensive ELD standards.</p> <p>Students will select a content area of instruction and demonstrate how to plan for and address task difficulty while considering English learners' varied levels of English</p>	<p>Week 9</p> <p>Part I: CTEL 6.3, 6.4 7.1, 7.2, 7.3, 7.4, 7.5, 8.4</p>

<p>proficiency. Students will plan a Thematic Unit (composed of 3 parts) based on the principles and learn how organize ELD/SDAIE instruction around meaningful concepts and themes.</p> <p>A “Thematic Unit” is defined as a one week (5 day) development of lessons/activities, which includes one set of complete SDAIE lesson plan on a curricular topic and a set of complete ELD lessons followed by descriptions of activities, differentiated instruction, and assessments related to the main lesson for the following days of the week.</p> <p>SDAIE strategies are used to teach English to second language learners through the use of content instruction (Integrated and Designated ELD) ELD strategies are used to learn how to use English via content and How English Works standards.</p> <p>Students will create a *1* week, day-to-day sequential unit of instruction in English language development (ELD) and Content instruction (SDAIE) for a total of 10 Ten lessons (5 each).</p> <p>Students will develop an ELD Integrated Thematic unit which will encompass more than 2 subject areas related to the main theme and all should promote Listening, Speaking, Reading, and Writing</p> <p>Thematic Unit Format:</p> <p>PART I: ASSESSMENT and SDAIE Instruction (thematic unit)</p> <p>Students will identify a class or a group of students with at least 3 different ELD levels. The Thematic Unit will be based on data and assessment collected from these 3 levels/students. ***Detail descriptions for each ELD level will be complemented by additional data for each to create an overall assessment report for each.</p> <p>Students will use preliminary data to create the ELD/SDAIE Thematic Unit. It is strongly suggested students use:</p> <ul style="list-style-type: none"> Existing data like CELDT scores ELD portfolios ELD grades USE Reading inventories like the Abecedarian Reading Inventory SOLOM San Diego Quick High Frequency/Sight words Graded Surveys ELD curricular series being used in the classroom like Language! Read 180, Lexia etc... Formative Assessments like www.easycbm.com and Dibels <p>PART II: UNIT PLANNING AND CONTENT</p>	<p>Part II: CTEL 6.4, 7.3, 7.5, 8.4</p> <p>Part III: CTEL 3.1</p>
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Students will complete the sections below to make use of current CCSS standards, Foundational Skills and CA ELD new Standards to make up the content of the unit.

Subject(s):

Grade Level:

Unit Topic:

CCSS and NEW ELD Standards

Facts about the learners: include at least 3 levels of ELD students, along with other learners

Materials / Resources:

- Will you use state-adopted materials?
- Will you make adaptations, differentiation, Universal Access to make the lessons inclusive and free of bias?
- Will you use supplementary materials?
(bilingual books, primary language, audio tapes, visuals, realia, TPR, manipulatives, picture cards, etc.)

Plan for Assessments:

- What formal or informal daily/weekly assessments will guide your instruction?
- How will your students demonstrate mastery of the content and language standards/objectives in summative assessments?
- What varied authentic products will be produced?
- How will you scaffold assessments for ELD levels?
- What multi-level assessment criteria will be used?

Content Standard(s) / Objectives:

CCSS-Foundational Skills standards / Objectives

NEW ELD Standard(s) / Objectives: *address at least 3 ELD levels*

- Who are your students?
- What are your English learners' proficiency levels?
- What do your students need to know prior to the lesson?

Lesson Plan Format: Each unit must follow a lesson plan format and include:

- at least one process writing activity
- at least one cooperative learning activity
- a technology application
- a minimum of three internet sites referenced as resources for the unit/lesson design

Vocabulary and Grammatical Structures:

- How will you make vocabulary development part of the lesson?
- What language structures are needed to acquire the content?
- How will all students have access to academic language?

Differentiation/Universal Access/Accommodations

- what will you need to do to give ALL students access to the curriculum
- Gen ed, Special ed, ELLs?

SDAIE Strategies:

- What SDAIE strategies will you use to make the content accessible to *all your ELD students*?
- How and where will you incorporate the SDAIE strategies throughout your lesson?
- How are you drawing upon student background and language abilities to provide differentiated instruction?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?

Cultural Diversity and Linguistic Needs:

- Does the lesson incorporate the language and culture of language minority students? Cognates?
- How will you ensure that your lesson provides Universal Access to ALL your students (from diverse linguistic, cultural, social and economic backgrounds)?
- Differentiation: Will students have equal access to all materials & equipment at school, including labs, computers/technology, library services, multimedia center, multi modal representations of information etc.?

Written Unit format:

- Unit introduction (same as for presentation described below)
- Unit lessons
- Addendums as appropriate
- Reference page

PART III: THEMATIC UNIT PRESENTATION

Per instructor directions, students will present one lesson from their unit to the class and provide students with a copy of the WHOLE unit and any support materials. Students will introduce their lesson in the context of the theme and significant objectives for the overall unit. Students will evaluate each other's unit and provide constructive feedback.

Presentation format:

Each group will have at least 1/2 hour to present their unit lesson/ELD thematic unit.

Presentations will include:

- Introduction of Unit (grade level of students, student backgrounds including L1/L2 levels, unit theme and focus Standards)
- Overview description of lessons within unit
- Demonstration Lesson

<ul style="list-style-type: none"> • Q & A and group feedback 	
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B. Faith Integration Assignment

Forum Discussions	Due Date
The focus of the faith integration assignments for this course is: Responding to Expanding Diversity: Meeting the Individual Amongst the “Crowd” (from article in progress: Jurchan, J. 2015). There are five (5) forums to respond to. Follow the guidelines for the Forums as included in syllabus item “E”.	Weeks 1-5 SOE Learner Goals: Ethical Educators TPE 8, 11, 12, 13

C. Research Paper

Research Paper	Due Date
<p>Using a variety of sources, research one of the following topics: History of multilingual competency in the US, federal and state requirements for ELD services, the politics of bilingual education, empowerment issues related to English learners, equity and policy issues related to English learners, immigration, demographic changes, dual language, transitional bilingual, structured English immersion, New comer, and English Language Development programs.</p> <p>Select your topic based on Second Language Acquisition related issue, and something that is based on your experience or something that you have wondered about.</p> <p>The paper should be a minimum of 6 pages and follow the APA format of college writing. It should contain a minimum of 4 citations from various sources. You may also use interviews. Submit your topic and a brief outline as to what you will cover by the end of week 2.</p> <p>Submit your final paper to the by the end of week 7.</p> <p>Below are a few questions that you may want to research. Choose from these or you may propose a different one.</p> <ul style="list-style-type: none"> • Is acquiring a second language like acquiring the first? What issues equity and diversity are important? • Does second language instruction make a difference? 	Week 7 CTEL 2.3, 2.4, 2.7, 7.1, 9.3

<ul style="list-style-type: none"> • What is the role of the first language in second language acquisition? • How does acculturation affect classroom language learning in light of issues of cultural diversity, demographic trends, and immigration? • Is there a natural route of language development? • How do historical, traditions, sociocultural factors affect language learning? • How does language structure affect language acquisition? • What are your assumptions about good language teaching/learning? • What characteristics of first language acquisition might serve as helpful guidelines to a second language learner? What features are unique to first language acquisition? • What are your assumptions about errors in speech of a language learner? How should a teacher respond to them? • What do you believe about bilingualism? How does it affect overall language proficiency and academic ability? 	
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D. Forum Discussions

Forum Discussions	Due Date
<p>All students are required to participate and engage themselves in a variety of ways for this course.</p> <p>This class makes use of a debate format where participants engage in thoughtful discussion regarding various topics through Forums. The section of Forums provides a way for participants in the class to interact with each other as they do not have the opportunity to meet face to face. For this reason, participation is vital. As all participants approach topics with their own unique world views, there may be, at times, disagreement and argument present. However, please note that "argument" does not mean "attack". If you do not agree with a particular viewpoint that has been expressed, your responses should focus on why you disagree, supporting your viewpoint with references.</p> <p>Each week there will be one (1) course content- specific discussion forum for students to participate in.</p> <p>[Note: There are also Faith Integration Forums – these can be found in the Faith Integration Forum tab in Sakai.]</p> <p>See Forum Posting Guidelines in Sakai and Syllabus section VII B.</p>	<p>Weekly</p> <p>Course associated CTEL standards SOE Learner Goals CTC TPEs</p>

E. Weekly Assignments

Weekly Assignments	Due Date
<p>Participation: All students are required to participate in the weekly assignments and engage themselves in a variety of ways for this course.</p> <p>Participation includes reading from the texts and other resources, providing written</p>	<p>Weekly</p> <p>Course associated CTEL standards</p>

viewpoints and reflective responses to readings, completing assigned activities based on course readings and lectures, and moderating a Forum discussion.	SOE Learner Goals CTC TPEs
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Course Calendar and Schedule

This is subject to change depending on the particular teacher's plan and approach. Course calendar and schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Date	Topic	Assignments	Faith Integration Topics to Respond to:	CTEL Domain Subtests
Week 1	Language Structure and Use Review 1. Language Structure 2. Language Functions 3. Discourse 4. Dialects Introduction to Language Acquisition Theories	<ul style="list-style-type: none"> Read chapter 1 View video clip: ESL vocabulary lesson Lecture on language structure and Use Begin Lesson Outline of Research Paper due week 2 Forum Discussion: 	<p>The focus of the faith integration assignments for this course is: Responding to Expanding Diversity: Meeting the Individual Amongst the "Crowd"</p> <p>See Faith Folder in Sakai for statements to respond to.</p> <p>(Moral purpose & ethical thinking)</p>	CTEL Test 1, Domain 1, Competency 003
Week 2	First- & Second-Language Development 1. Processes and Stages of Language Acquisition 2. Theories and Models Influencing factors	<ul style="list-style-type: none"> Read chapter 2 Additional Readings: <ul style="list-style-type: none"> --Articles on Chomsky and Krashen --Articles by Cummins --Brain-based learning article Lecture: influential factors of second-language acquisition & proficiency Forum Discussion: Reflections of EL accommodations. Reflection paper on best brain-based practices for their 	<p>Read I Corinthians 12:4-31</p> <p>See Faith Folder in Sakai for statements to respond to.</p> <p>(Multicultural competency)</p>	CTEL Test 1, Domain 2, Competency 006 and

		classrooms (one page)		
Week 3	Assessment of ELs 1. Standards-based Assessment and Instruction 2. Universal Access 3. Role, Purposes, and Types Language and Content area Assessment	<ul style="list-style-type: none"> Read chapter 3 Lecture on Universal Access Forum Discussion: Advantages and Disadvantages of Standards-based Instruction Article on Backward Planning (Warren, 2007) Input on SDAIE rubric for unit plan 	Read the Parable of the Good Samaritan found in Luke 10:25-37 See Faith Folder in Sakai for statements to respond to. (Who is my neighbor?)	CTEL Test 2, Domain 1, Competency 001 and 002
Week 4	Programs for ELs 1. Historical, legal and political background 2. ELD program components	<ul style="list-style-type: none"> Read chapter 4 Lecture: Program for ELs Outline effectiveness of programs for ELs Forum Discussion: Reflections of EL Accommodations Research paper progress check 	See Faith Folder in Sakai for statements to respond to. (Understanding “self” and “others”)	CTEL Test 2, Domain 2, Competency 004 and 005
Week 5	Literacy and Content Instruction 1. Literacy foundations 2. Planning & organization of instruction (ELD & SDAIE) 3. Differentiation 4. Resources 5. ZPD 6. Cummins’ Four Quadrants 7. CALP & BICS 8. CALLA	<ul style="list-style-type: none"> Read chapter 5 Forum Discussion: Characteristics of ELs at each of the five CELDT levels for literacy development Additional Readings: <ul style="list-style-type: none"> --Vygotsky on communication as social activity and Zone of Proximal Development --Cummins’ Four Quadrants --Cummins’ CALP & BICS Video clip of Krashen Input on CALLA Identify EL strategies to use in lesson planning 	Read the following scripture that inform the Christian worldview on the <i>value</i> of the individual. Matthew 10:29-30 John 3:16 See Faith Folder in Sakai for statements to respond to. (Commitment to the needs of the individual)	CTEL Test 2, Domain 2 Competency 006 and 008
Week 6	English Language Development Instruction 1. Communicative Interaction (Hymes,	<ul style="list-style-type: none"> Read chapter 6 Forum Discussion: Describe the benefits of explicit instruction 		CTEL Test 2, Domain 2 Competency

	Canale) 2. Grammar 3. Content-based English 4. Oral language development 5. Literacy	for ELs • Reflection paper on providing corrective feedback to ELs (one page) • Input on Types of Reading Instruction for Content Areas • Watch video clips on Youtube on, “Writing Strategies,” and complete questions • Identify EL strategies to use in lesson planning		cy 007
Week 7	SDAIE Instruction Planning SDAIE lessons Differentiated Delivery	• Read chapter 7 • Input on SDAIE Instruction: Planning a Lesson and Differentiated Delivery • Research Paper due • Forum Discussion: What I learned from my research		CTEL Test 2, Domain 2 Competency 006 & 007
Week 8	Expressive and Receptive Language Acquisition	• Upload Draft of your Instructional Planning Project and...(respond to two other units using rubric)		CTEL Test 2, Domain 2 Competency 006 and 007
Week 9	Theories and Practical Applications of 1 st /2 nd language Acquisition	• Assessment Based Instruction Planning Project (final draft) due • Forum Discussion: What are we walking away with about Literacy Development of EL Learners?		CTEL Test 2, Domain 2 Competency 006 and 007

Content Related Forums

Session	Prompt
1	<p>Literacy in the Community: Within your community, what are the views toward literacy and how does it affect your ability to teach in your classroom. For example, in some areas the migration of students is so large that to accomplish the goals of literacy are difficult. In other areas, the community can interfere through bias views.</p>
2	<p>EL Accommodations: Please share several examples of how you make accommodation for English language learners in the classroom.</p>
3	<p>Standards-Based Instruction: Identify several of the advantages and disadvantages of standards-based instruction when teaching EL learners?</p>
4	<p><u>Forum #1:</u></p> <p>Question 1</p> <p>Based on this week's required readings, How do you define the Civil Rights Act of 1964 and the Elementary and Secondary Education Act of 1965? Use your text citations when you write and where it is appropriate.</p> <p><u>Forum #2:</u></p> <p>The movie The Lemon Grove, documents a historic decision made by the courts. Consider the ramifications of that decision upon the school systems for the state of California during that time. Consider also the time frame of actions that it started. Click Here. What affect did it have on other students of race and color, how were those decisions effective? What did they base the decisions on? How do the cases of Brown vs The Board of Education and the Lau decisions relate to this action?</p>
5	<p>Based on your observations in your current job, How would you advocate for EL learners? Describe at least two situations in which EL learners or their parents need help from advocates like you.</p>
6	<p>There is an article titled <i>Bilingual Education</i> in the Resource tab in Sakai. Please read the article and respond. Your comments should be based upon the four defined approaches to teaching students with limited English speaking skills.</p> <p>Which ones do you or have you seen used in your school? Can these skills be incorporated with one another? If so how would you see that done? What do you feel are some problems or advantages of the four approaches? You may want to also review the documents entitled definitions. These will help you in defining some of the methods.</p>
7	<p>Explore this site: Kids Interactive tools.</p>

	What are your experiences using chants, lyrics, and poems in your classroom? What did you learn?
8	Affective Acquisition: In the Resources tab in Sakai, there are two papers - one titled <i>Natural Approach</i> , and one titled <i>Learning vs Acquisition</i> . Read the papers and then discuss the relationship or differences between the papers and their affective acquisition activities.
9	What are you walking away with about literacy development and EL learners?

Faith Integration Forums

Focus: Responding to Expanding Diversity: Meeting the Individual Amongst the “Crowd”

Resource Article: Self-narratives for Christian Multicultural Educators: A Pathway to Understanding Self and Others (Heewon Chang) ICCTE Journal: Volume 1, Issue 1

Week 1	<p>“In order to act with moral purpose and practice ethical thinking, then, it is not sufficient to engage in critical abstract thinking as an academic exercise only: persons are challenged to live that way of thinking in their daily lives as they struggle to build and support a democratic society” (P. Copa, F. Hultgren & J. Wilkosz, 1991).</p> <p>How do you define “moral purpose” and “ethical thinking”? How does your understanding of these two phrases relate to both the “care” of the group and the “care” for the individual?</p>
Week 2	<p>Read I Corinthians 12:4-31</p> <p>What connections can you find between the message of the scripture and the following statement:</p> <p>“As cultural diversity increases in classrooms, it becomes imperative for teachers to gain multicultural competency so that they can provide effective instruction to diverse students.” (Chang)</p>
Week 3	<p>Read the Parable of the Good Samaritan found in Luke 10:25-37</p> <p>How is the question, “who is my neighbor?” answered?</p> <p>What connections can you find between the message of the scripture and the following statement:</p> <p>“This parable sheds an insightful light on the challenges that Christians face today in a multicultural society:(1) they live in a highly diverse socio-cultural context in which division over differences exists and unfavorable labels are often</p>

	associated with the differences, and yet (2) they are called to cross man-made division and transcend cultural identity to reach out to other human beings, regardless of backgrounds, with help of God's mercy and grace." (Mouw, 2001).
Week 4	<p>: Read the following statements:</p> <p>For Christians, understanding self is not based on 'selfism' defined as relentless and single-minded self-searching where self is glorified (Vitz, 1977). Rather it is deeply rooted in understanding of the relationship with God and others ('neighbors'). (Chang)</p> <p>"Understanding self is closely related to understanding others when it comes to the teaching profession...especially in public school teaching [where] 'others' represent a wide range of ethnic/racial, religious, and socio-economic backgrounds." (Chang)</p> <p>How does the understanding of self as <i>teacher</i> influence <i>living</i> the day to day realities of classrooms comprised of diverse student populations including ELs of different language proficiency levels?</p>
Week 5	<p>Read the following scripture that inform the Christian worldview on the <i>value</i> of the individual.</p> <p>Matthew 10:29-30 John 3:16</p> <p>As teachers, we are responsible for the education of the <i>individual</i>. What are specific <i>ways of thinking</i> and <i>ways of doing</i> that you can point to that would provide evidence of your commitment to meet the needs of the individual amongst the "crowd"?</p>



Course Syllabus
EDUC 503: Practical Approaches and Methods to Literacy
Development for English Learners
Instructor Name

I. Mission Statement of Azusa Pacific University

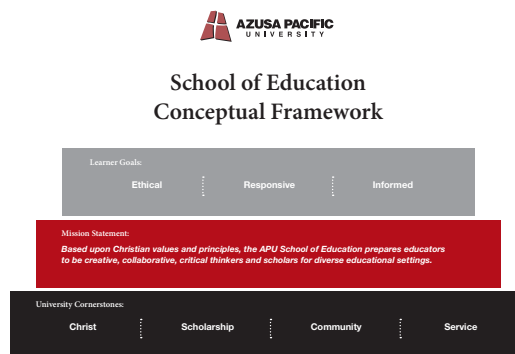
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

II. Diversity Statement

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

III. The School of Education's Conceptual Framework

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



The School of Education prepares:

- 1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice
- 2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and
- 3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

Course Syllabus

EDUC 503 Practical Approaches and Methods to Literacy Development for English Learners

Instructor:	Class Location:
Office Phone:	Office location:
Office Email:	Office hours:

IV. Course Description

This course offers opportunity to plan, implement and assess standards-based English language development and English/language arts instruction. The course work requires that candidates apply multiple strategies to access core content, prior knowledge, and content area texts.

V. Course Learning Outcomes and Expected Competencies

Course outcomes and expectancies are aligned with the School of Education Learner Goals. We prepare candidates who are:

Ethical Educators

1. Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)
2. Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)

Responsive Educators

The candidates will explore, reflect upon and develop more integrated meaning for the significant issues in the course and the professional learning goals, including:

1. Provide students with cognitively engaging input and modify content-area texts to address English learner needs. CTET 8.4
2. Use appropriate computer-based technology to facilitate the teaching and learning process. CTET 8.1

Informed Educators

The candidates will explore, reflect upon and develop more integrated meaning for the significant issues in the course and the professional learning goals, including:

1. Develop curricula applying current ELD approaches. CTET 8.1, 8.4
2. Implement California English/language arts Standards in content-based lessons, including the communicative areas of listening, speaking, reading and writing. CTET 8.2 and 8.3
3. Select and apply multiple strategies to access core content and assess students' prior knowledge. 10.1
4. To recognize the role, purposes, types and principles of standards-based assessment for content instruction. CTET 3.1, - 3.6, 6.4
5. To make adequate use of multiple measures and assessments to provide candidates with time constructive feedback on the teachers skills and knowledge pertaining to teaching English Learners CTET 3.1 – 3.6
6. To acquire knowledge regarding the principles of standard based assessment and instruction as well as the types and roles of assessment regarding language and content area instruction of English Learners 6.1, 6.3, 6.4
7. To acquire knowledge of the foundations of instructional English Learners, foundations of ELL literacy, the use of ELD and SDAIE planning and organization and delivery CTET 7.1 – 7.5, 9.1, 10.1
8. To recognize the importance and place in instruction of research based theories, processes and stages of language acquisition. CTET 5.1, 5.2
9. To provide opportunities to create instructional environments that respect ELLs sociocultural and political factors affecting second-language development CTET 4.4, 4.7, 5.5

Student Learning Outcome	CTET	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none">• To make adequate use of multiple measures and assessments to provide candidates with time constructive feedback on the teachers skills and knowledge pertaining to teaching English Learners	<ul style="list-style-type: none">• Part I: 3.1– 3.6	Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English	ELD Literacy, Methods, and Tutoring Assignment
<ul style="list-style-type: none">• To acquire knowledge regarding the principles of standard based	<ul style="list-style-type: none">• 6.1, 6.3,		Part I: ELD

<p>assessment and instruction as well as the types and roles of assessment regarding language and content area instruction of English Learners</p> <hr/> <ul style="list-style-type: none"> • To acquire knowledge of the foundations of instructional English Learners, foundations of ELL literacy, the use of ELD and SDAIE planning and organization and delivery • Select and apply multiple strategies to access core content and assess students' prior knowledge <hr/> <ul style="list-style-type: none"> • Develop curricula applying current ELD approaches. Use appropriate computer-based technology to facilitate the teaching and learning process • Implement California English/language arts Standards in content-based lessons, including the communicative areas of listening, speaking, reading and writing. • Provide students with cognitively engaging input and modify content-area texts to address English learner needs. 	<p>6.4</p> <hr/> <p>Part II:</p> <ul style="list-style-type: none"> • 7.1 – 7.5 9.1 <hr/> <p>Part III:</p> <ul style="list-style-type: none"> • 8.1, 8.2 • 8.3, 8.4 	<p>language learners. (TPE 13)</p>	<p>Literacy and Tutoring</p> <hr/> <p>Part II: Cultural, Linguistic Assessment Analysis</p> <hr/> <p>Part III: ELD Instruction and Differentiation</p>
<ul style="list-style-type: none"> • To recognize the importance and place in instruction of research based theories, processes and stages of language acquisition • Develop curricula applying current ELD approaches 	<ul style="list-style-type: none"> • 5.1, 5.2 • 8.1, 8.4 	<p>Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)</p>	<p>Strategies Assignment</p>

Professional Teacher Dispositions

In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our students in their endeavor to become Ethical, Responsive, and Informed educators. Dispositions will be addressed in each course. Failure to maintain the appropriate dispositions may result in removal from the program.

Current NCATE definition of dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (NCATE 2015)

During each course, if dispositional issues arise, instructors will complete a Dispositional Notice, meet with the candidate to develop a remediation plan, and report same to the program director so continued adherence can be monitored. Additionally, Dispositions Rating sheets are included in each class's Sakai site so students are kept aware of the expectations throughout their program.

Credit Hours

Following the APU Credit Hour policy, to meet the identified course learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 9 week term will approximate 5 hours per week of direct faculty instruction (synchronous chat and class sessions, asynchronous forum discussions), and faculty-guided content (lessons and presentations), and an additional 15 hours per week of learning activities, projects, and discussions.

In addition, out-of-class student work will approximate a minimum of 15 hours of graduate level work each week.

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this <u>3</u> unit course, delivered over a <u>9</u> week term will approximate:	
Hours	
35	ELD Literacy, Methods, and Tutoring Assignment (Signature assignment)
25	Strategies Assignment
10	Faith Integration Assignments
15	Weekly Forum Discussions
20	Weekly Assignments
30	Textbook and Supplemental Readings

VI. Required Textbooks and Study Resources

Diaz-Rico, L. T. (2008). *A course for teaching English Learners with MyEducationLab bundle*. Boston. Pearson Education. ISBN 0205588689

O'Malley and Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Pearson Publishing. ISBN-13: 9780201591514

Copyright Responsibilities:

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at

http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Information Literacy and Use of the Library:

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.

This course provides students the opportunity to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

VII. Course Requirements:

A. All students in the School of Education are required to maintain a current subscription to Taskstream and be enrolled in the applicable program folios. All students are required to submit particular assignments and other forms in Taskstream as they progress through their program. These assignments must be submitted in Taskstream by the deadline

specified in the syllabus. It is the responsibility of the student to ensure that he/she has an active Taskstream account, is enrolled in the correct folio(s), and submits his/her assignments to the correct evaluator.

For Taskstreams help, go to:

Taskstream – 800-311-5656 help@Taskstream.com

IMT Help Desk - 626-815-5050 support@apu.edu

The signature assignment in this course must be submitted in Taskstream by the deadline specified in the course syllabus.

B. Participation//Late Assignment Policy/Attendance

For maximum benefit to our learning community, active participation, completion of assigned readings, assignments, activities, and preparation prior to discussion is critical. Together we will provide a broader, richer experience for all members of our learning community.

- Postings to Forums : To receive full credit you will need to participate [your original post and response to minimum of two other classmates] in required forums. Your initial postings (answers to the questions) must be posted ***before the last two days of the Forum closing*** to receive full credit. Posting on the last day does not give your classmates time to respond. Posts not completed on time will result in 1/2 or 0 credit.
- All assignments must be submitted by 11:45 pm Pacific Time (PT) the day it is due.
- Assignments submitted late will result in a loss of 1 point credit for each day the assignment is late.
(Example, if the assignment was worth 10 points and your score was 9 points as a result of the late submission you would receive a final score of 8.0 for the first day late and 7.0 for the second day it was submitted late.)

Attendance for online classes is assessed through the instructor's examination of a number of factors, such as a student's full participation in assignments and activities in the online environment, engagement with classmate's in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two classes will result in a one letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two classes will result in a failing grade

VIII. Course Evaluation and Assessment

ELD Literacy, Methods, and Tutoring Assignment (signature assignment)	30%
Strategies Assignment	25%
Faith Integration Assignment	5%
Weekly Forum discussions	15%
Weekly Assignments	25%

Total	100%
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Grade scale

95-100=A	89-91=B+	78-80=C+	65-69=D	0-64=F
92-94=A-	84-88=B	73-77=C		
	81-83=B-	70-72=C-		

Definition of work quality as demonstrated by letter grades:

- A** **Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- B** **More than adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.
- C** **Adequate acquisition** of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

IX. Program/Course Policies

A. Assignment Policies

All assignments for the course are to be completed and submitted on time in order to receive full credit. Permission for late work is granted only by special request to your faculty.

B. Requests for Graduate Course Incompletes

Request for Graduate Course Incomplete is discouraged. Incompletes are rare and are available only in "special and unusual circumstances" as negotiated with the instructor prior to the end of the term. In addition, an incomplete can only be given if the student has completed a substantial part of the coursework (greater than 75%), is doing passing work at the time the incomplete request is filed, and has satisfactory attendance up to the last day to withdraw in the term.

Please note that additional documentation related to the extenuating circumstance that prevented the teacher candidate from completing her/his work may be required.

See Graduate Catalog for policies regarding withdrawals and grade record permanence.

- C. Reuse of previous assignments from one course to another is inconsistent with plagiarism policy and is not allowed.
- D. Unless specified otherwise, the style standard by which formal writing assignments will be evaluated is the APA Style Guide.
- E. Retention of Records
You are responsible for retaining syllabi and course records. These may be needed in regard to possible grade questions and/or changes and for future requests regarding course content and expectations.
- F. Academic Integrity Policy
The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

All students enrolled in this course are bound by the Academic Integrity and Dishonesty Policy including plagiarism, fabrication, academic dishonesty, and cheating.

- G. Appeals and Grievance Procedures.
Students wishing to appeal course grades may consult the Graduate Catalog for appropriate procedures.
- H. Student Support Services
There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit www.apu.edu/lec, or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at lec@apu.edu.

X. Course Assignments

A. Key Signature Assignment: ELD LITERACY, METHODS, AND TUTORING ASSIGNMENT

Please upload your Key Signature Assignment on to TaskStream.

ELD LITERACY, METHODS TUTORING ASSIGNMENT	Due Date
<p>PART I: ELD LITERACY AND TUTORING</p> <p>Select one(1) or a group of ELD student(s) with needs in each of the communicative areas of reading, writing, speaking, or listening, and do a one-on-one tutorial (at least 5 weeks) to address the identified needs and keep a journal of your activity with this student.</p> <p>***Your tutoring time with the student(s) will require you to develop instructional lessons that are ELD/SDAIE culturally and linguistically relevant to the student so to provide access to the curriculum through cross-cultural interactions and culturally inclusive curriculum / instruction. Your instruction will complement that of ELD placement Instructional programs.</p> <p>Part of your plan will require you assess ELD students with appropriate types of assessments to determined effect of tutoring. In both ELD and ELA content area.</p> <p>Assessments like Pre-Post, Formative, Reading Inventories are highly encouraged.</p> <p>You will provide a copy of your weekly planning and instructional emphasis in the form a Teacher Daily Planning book format (must have clear goals and objectives as well as ELD/CCSS Foundational Skills Standards addressed)</p> <p>You need to have a proposed Tutoring Plan by Week 2 and provide updates during the course.</p> <p>You will present your project as a WHOLE at the end of the course.</p> <p>PART II: PARENT INTERVIEW AND CULTURAL/LINGUISTIC ANALYSIS</p> <p>You will seek/conduct an informal interview with a parent of one of the ELD students chosen for the tutorial. From the interview and a cultural/linguistic background data of the ELD student and his/her family, you will conduct an analysis of how cultural issues have a relationship to academic achievement.</p> <p>The analysis will be based on your insight from your reflections of your tutoring and will include the following sections:</p> <ul style="list-style-type: none"> • Cultural/linguistic history and background of the student and his/her family • Level of acculturation and experiences with US schooling • Historical and knowledge of laws, policies, legal decisions (at local district, State, National level) 	<p>Week 9</p> <p>Part I: 3.1-3.6 CTEL 6.1, 6.3, 6.4</p> <p>Part II: 7.1 – 7.5, 9.1, 10.1</p> <p>Part III: 8.1, 8.2, 8.3, 8.4</p>

- Major historical and current demographic trends and patterns
- How cultural differences in communication patterns affect academic achievement
- Family cultural traits and community involvement

PART III: ASSESSMENT AND ELD INSTRUCTIONAL METHODS FOR DIFFERENTIATION/UA

Assessment: Based on your insight of your tutoring reflection/work and your parent interview/analysis, you will create a **three (5) page** narrative providing insight into the way you may address changes in ELD instruction in your classroom to develop ways to facilitate access to the curriculum to your ELD student(s) through the use of cultural/linguistic sensitive instructional interventions (in a classroom setting).

Methods of Instruction: Using your cultural and linguistic understandings from Part I and Part II in combination with your insight into theoretical frameworks such as the Innatist, Behaviorist, and the Interactionists theories of language learning in L1 and L2, you will develop an Instructional Intervention that facilitates the use of strategies that promote listening, speaking, reading, and writing in ELD instruction as outlined by ELD and CCSS standards

The Instructional Intervention will address the topics of differentiation and Universal Access as well as the use of both ELD and SDAIE instructional strategies for your students in a classroom setting.

These interventions **MUST** be based on your ELD student(s) cultural and linguistic needs, ELD levels, cultural background, and language patterns observed during your tutoring but also during daily general education instruction.

Your intervention must contain:

- ELD standards and CCSS Foundational Skills to target
- Learning Objectives (at least 2)
- Schedule and Planning for Implementation
- List of at least 5 ELD strategies
- List of at least 5 SDAIE strategies
- How will intervention instruction be differentiated for cultural/linguistic needs?
- How will the student(s) be provided Universal Access to the curriculum?

Presentation per instructor directions on Week 9.

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B. Faith Integration Assignment

Forum Discussions	Due Date
The focus of the faith integration assignments for this course is: Awareness for Action: Exploring the Connection Between Individual “Stories” and Academic Success. (from article in progress: Jurchan, J. 2015). There are two (2) forums to respond to. Follow the guidelines for the Forums as included in syllabus item “E”.	Weeks 3 & 6 SOE Learner Goals: Ethical Educators TPE 8, 11, 12, 13 CTCL 4.4, 4.7, 5.5

C. Strategies Assignment

Strategies Assignment	Due Date
<p>STRATEGIES: Using the O’Malley & Pierce course text and other resources for EL strategies, select two strategies to use in your classroom <u>each week</u> (Weeks 1-7) and complete an activity reflection form on <u>each</u> strategy. Strategies must be based on foundational instruction for ELLs</p> <p>***Effectively use the strategies to complement comprehensively with both ELD and CCSS Foundational Skill Standards</p> <p>By the 7th session of class, write a summative reflection paper addressing discovery of current ELD (reading, writing, listening, and speaking) and content area approaches, selecting and applying multiple strategies to access core content, providing cognitively engaging input, and assessing and analyzing student progress. In the paper, comment on your use of these strategies in teaching, additional scaffolding, modifications you have made in your teaching, and your perception of your professional growth in this area.</p> <p>Be prepared Week 8, per instruction directions, to present your experiences and outcomes for this assignment.</p>	Weekly Progress Checks Final submission due Week 8 CTEL 5.1, 5.2, 8.1, 8.4

D. Forum Discussions

Forum Discussions	Due Date
<p>All students are required to participate and engage themselves in a variety of ways for this course.</p> <p>This class makes use of a debate format where participants engage in thoughtful discussion regarding various topics through Forums. The section of Forums provides a way for participants in the class to interact with each other as they do not have the</p>	Weeks 1-9 Course associated CTCL standards SOE Learner Goals

<p>opportunity to meet face to face. For this reason, participation is vital. As all participants approach topics with their own unique world views, there may be, at times, disagreement and argument present. However, please note that "argument" does not mean "attack". If you do not agree with a particular viewpoint that has been expressed, your responses should focus on why you disagree, supporting your viewpoint with references.</p> <p>Each week there will be one (1) course content- specific discussion forum for students to participate in.</p> <p>[Note: There are also Faith Integration Forums – these can be found in the Faith Integration Forum tab in Sakai.]</p> <p>See Forum Posting Guidelines in Sakai and Syllabus section VII B.</p>	CTC TPEs
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E. Weekly Assignments

Weekly Assignments	Due Date
<p>Participation: All students are required to participate in the weekly assignments and engage themselves in a variety of ways for this course.</p> <p>Participation includes reading from the texts and other resources, providing written viewpoints and reflective responses to readings, completing assigned activities based on course readings and lectures, and moderating a Forum discussion.</p>	<p>Weeks 1-9</p> <p>Course associated CTCL standards SOE Learner Goals CTC TPEs</p>

Course Calendar and Schedule

This is subject to change depending on the particular teacher's plan and approach. Course calendar and schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Date	Topic	Assignments	Faith Integration Topics to Respond to:	CTEL Domain Subtest
Week 1	Demographics & EL Pedagogy	Read chapter 8 (Diaz-Rico)		CTEL Test 3, Domain 1, Competency 003
	1.Podcast of Demographics (chapter 1)	Two strategy & reflection forms (Strategies for assessing and accessing prior knowledge)		CTEL 4.4, 4.7
	2. Power Point of chapter 2: Pedagogy			

Week 2	<p>Intro to Approaches & Methodology</p> <p>1. Ch. 3: Discuss assigned reading</p> <p>2. Views of Teaching & Learning (Chomsky, Krashen & theories of learning language)</p> <p>3. Self-esteem building activities</p>	<p>Read chapter 4 (Diaz-Rico)</p> <p>Two strategy & reflection forms (Speaking & Listening)</p> <p>Select an ELD student, assess communicative needs and provide one-on-one</p> <p>Forum Discussion: Role of assessment in planning</p>		<p>CTEL Test 2, Domain 3, Competency 009</p>
Week 3	<p>Approaches to Performance-based Learning & Assessment</p> <p>1.Ch. 4: Discuss assigned reading</p> <p>2. Connection between standards & objectives</p> <p>3.TESOL & ELD Standards</p> <p>4.Role, purpose & types of assessment</p> <p>5.Classification, assignment and reassignment</p> <p>6.Connection between assessment and planning lesson (CELDT input)</p> <p>7.Modifications in lessons</p> <p>8.Formative and Summative Assessment</p>	<p>Read chapter 5 (Diaz-Rico)</p> <p>Reach chapters 1-3 (O'Malley & Pierce)</p> <p>Two strategy & reflection forms (Speaking & Listening)</p> <p>Reading reflection on O'Malley and Pierce chapters</p> <p>Continue tutorial of ELD student</p> <p>Forum Discussion: How does a constructivist approach to language learning benefit an English learner?</p>	<p>See Faith Folder in Sakai for statements to respond to.</p> <p>(Connections between culture and academic success)</p>	<p>CTEL Test 2, Domain 3, Competency 010 and 011</p> <p>CTEL 5.5</p>

Week 4	<p>Approaches to Learner-based Strategies & Teaching Approaches</p> <p>1.Ch. 5: Discuss assigned reading</p> <p>2.Implicit and Explicit Strategies</p> <p>3.Learning Styles (Keefe, Sonbuchner, Tharp, Kolb, McCarthy, Gregoric & Myers/Briggs)</p> <p>4.Cultural differences</p> <p>5.Lesson adaptations & schema building</p> <p>6.CALLA & Scaffolding (Constructivist approach to language building) Podcast</p> <p>7.Article: Metacognitive strategies for reading</p> <p>8.Content-based instruction (texts & study skills)</p> <p>9.SIOP PowerPoint</p>	<p>Read chapter 6 (Diaz-Rico)</p> <p>Read chapter 4-8 (O'Malley & Pierce)</p> <p>Two strategy & reflection forms (Reading & Writing)</p> <p>Reading Reflection on O'Malley & Pierce reading</p> <p>Continue tutorial of ELD student</p> <p>Forum Discussion: Ways to correct errors</p>		<p>CTEL Test 2, Domain 3, Competency 009, 010, 011, and 012</p>
Week 5	<p>Building the First Language</p> <p>1.Ch. 6: Discuss assigned reading</p> <p>2.Emergent Literacy & LEA</p> <p>3.Reading process (Into, Through and Beyond)</p> <p>4.Reading & Vocabulary Strategies</p> <p>5.Writing Strategies</p> <p>6.Teaching Writing</p> <p>7 Editing and Error Correction</p> <p>8.Listening and Speaking Strategies</p>	<p>Read chapter 8 (Diaz-Rico)</p> <p>Two strategy & reflection forms (Reading & Writing)</p> <p>Continue tutorial of ELD student</p> <p>Forum Discussion: Why is it important to recognize the difference between prescriptive and descriptive language and grammar?</p>		<p>CTEL Test 2, Domain 3, Competency 009, 010, and 011</p>
Week 6	<p>Teaching Grammar</p> <p>1.Ch 8: Discuss assigned reading</p> <p>2.Integrated skills</p> <p>3.Thematic curriculum</p>	<p>Read chapter 10 (Diaz-Rico)</p> <p>Two strategy & reflection forms (Vocabulary &</p>	<p>See Faith Folder in Sakai for statements to respond to.</p> <p>(Connecting with families and communities)</p>	<p>CTEL Test 2, Domain 3, Competency 010</p>

	<p>4.Dual nature of English Grammar and prescriptive language</p> <p>5.Vocabulary: Front-loading, preteaching...</p>	<p>Grammar)</p> <p>Continue tutorial of ELD student</p> <p>Forum Discussion: What discourse patterns would be most beneficial to your classroom?</p>		
Week 7	<p>Classroom Discourse</p> <p>1.Ch. 10: Discuss assigned reading</p> <p>2.Linguistic feature of classroom discourse</p> <p>3.Recitation pattern</p> <p>4.Cooperative learning alternative</p> <p>5.CALP</p> <p>6.Using genre</p>	<p>Read chapter 10 (Diaz-Rico)</p> <p>Two strategy & reflection forms (Vocabulary & Grammar)</p> <p>Continue tutorial of ELD student</p> <p>Forum Discussion: What discourse patterns would be most beneficial to your classroom?</p>		CTEL Test 2, Domain 3, Competency 010, and 011
Week 8	<p>Teaching English in Context</p> <p>1.Ch. 12: Discuss assigned reading</p> <p>2.Dialectical features</p> <p>3.Gender and speech</p> <p>4.Registers in oracy</p> <p>5.Academic language competence</p>	<p>Read chapter 13 (Diaz-Rico)</p> <p>Summative ELD strategies (See assignment section for all details.)strategy paper due</p> <p>Presentation of Strategies</p> <p>Assignment per instructor directions</p>		CTEL Test 2, Domain 3, Competency 010
Week 9	<p>Learning Communities</p> <p>1.Ch. 13</p> <p>2.Classroom as a community</p> <p>3.Community at large</p> <p>Parental involvement</p>	<p>ELD LITERACY, METHODS, and TUTORING ASSIGNMENT Due</p> <p>Presentation per instructor</p>		CTEL Test 2, Domain 2, Competency 006

		directions		
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Content Related Forums

Session	Prompt
1	<p>When you are trying to assess a child's prior knowledge Chapter 5 pp. 177 of Diaz-Rico talked about different strategies in best practices.</p> <p>Assessing Prior Knowledge: What strategies have you used from this list? How did you adapt them with your EL students?</p>
2	<p>Past critics of standardized testing with language minority students have had limited success in proposing acceptable alternatives, except to suggest administering tests in the student's native language. Unfortunately, the same type of tests have been recommended in the native language as are typically administered in English, thereby not extending the argument into new areas of assessment and not allowing for multiple ways of assessing knowledge and skill. Recently educators have offered more varied suggestions for improving the assessment of ELL students.</p> <p>Role of Assessment in Planning Comment on your experience, pro and con to the effectiveness of these tests in your classroom. What do you base your assessment process on and how do you adjust for non-native speakers?</p>
3	<p>Constructivists and Language Learning</p> <p>How does a constructivist approach to language learning benefit an English learner?</p>
4	<p>Check out your Learning Style through the websites listed on page 80 of the Diaz-Rico Text. When you think of utilizing constructivism correcting errors are just part of the process of learning. It also helps students feel less intimidated about making mistakes.</p> <p>Ways to Correct Errors: When you think about your learning style and the child you are tutoring; what kinds of things have you had to adapt to help your student learn better?</p>
5	<p>Prescriptive language and grammar deals with the letters, pronunciations and the explicit instruction of language. Descriptive is going to be grounded in the context of the what is spoken or written. Review chapter 6: English Language Development.</p> <p>Prescriptive and Descriptive Language</p> <p>Why is it important to recognize the difference between prescriptive and descriptive language/grammar?</p>
6	Patterns of Discourse

	What discourse patterns would be most beneficial to your classroom?
7	Academic Competence: What are the factors involved in academic competence?
8	Culture and Cultural Diversity talked about in chapter 8 help us understand the importance of how we structure our discourse based on the context of our learners. Teaching and Learning Strategies: What teaching and learning strategies have you found most helpful for your EL students? Describe and share how you use it.
9	Our teaching and learning strategies are very important to understand for ourselves in order to meet our diverse student learners needs. With that knowledge we have a foundation to start with and be aware of the need for adaptation when a learner is not making the needed connections. Teaching Tools for my Toolbox: What are you walking away with for your English Language learners after taking this class?

Faith Integration Forums

Focus: Awareness for Action: Exploring the Connection Between Individual “Stories” and Academic Success. (from article in progress: Jurchan, J. 2015).

Resource Article: Multicultural Considerations for Building Learning Communities (Edwards, C. & Edwards, S., 2007) ICCTE Journal: Volume 2, Number 2

For this assignment, you will first read the article cited above (retrievable at: <http://icctejournal.org/issues/v2i2/v2i2-edwards-edwards/>)

Week 3	Choose 4 key concepts/viewpoints/ideas from the article that caused you to critically reflect on your current understandings/assumptions of their relationship to student academic success. Detail the 4 choices AND include critical reflections on each. NOTE: While the article is written for an audience of Christian educators and school staff, the content is relevant to all educators and school staff.
Week 6	Read the following scripture: Romans 12:3-8 I Corin 12:4-31 Matthew 20:1-16 (The Parable of the Workers in the Vineyard) Make connections between the scripture, your responses and classmates’

	<p>responses to Faith Forum #1, and the following statement from the Edwards & Edwards (2007) article:</p> <p><i>The socio-cultural environment or climate of school-based learning communities is one of diverse languages, experiences, values, spirituality and religious orientations, and roles within family systems. Acknowledging this type of diversity is imperative as school staff attempt to connect with families and communities which adequately represent the students that schools serve.</i></p> <p>[p. 5]</p>
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Course Syllabus
EDUC 544: Educational Equity and Cultural Diversity in a Pluralistic Society
Instructor Name

I. Mission Statement of Azusa Pacific University

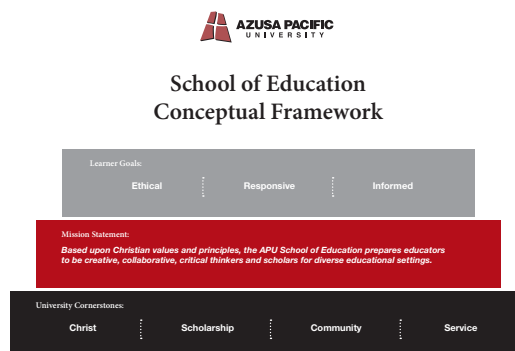
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

II. Diversity Statement

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan. As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

III. The School of Education's Conceptual Framework

The School of Education Learner goals are imbedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



The School of Education prepares:

- 1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice
- 2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners, and
- 3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

Course Syllabus

EDUC 544: Educational Equity and Cultural Diversity in a Pluralistic Society

Instructor:	Class Location:
Office Phone:	Office location:
Office Email:	Office hours:

IV. Course Description

The focus of this course is a reflective examination of several variables affecting educational success and failure for students who are linguistically, culturally, and economically different, as well as the special needs students. These variables include ethnicity, race, religion, exceptionality, language, socio-economic status, geographical region and sexual orientation issues. It addresses the school's cultural format of an educational setting, and the social forces in the wider community, all of which impact students' ability to learn. Teacher Candidates will develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate response strategies that enhance learning opportunities. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability and sustained economic development.

V. Course Learning Outcomes and Expected Competencies

Course outcomes and expectancies are aligned with the School of Education Learner Goals. We prepare students who are:

Ethical Educators

1. Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)
2. Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)

Responsive Educators

Candidate will explore, reflect upon and develop more integrated meaning for the significant issues in this online course. The professional learning goals also include the following:

1. Define the basic concepts, theories, and philosophical beliefs of culture and multicultural/intercultural education. CTEL 5.5, 9.1
2. Explain what it means to have respect and appreciation for individual and cultural differences of students, in terms of their race, culture, social class, gender, language, and religion. CTEL 2.4
3. Investigate the varied dimensions of culture influencing the way students think, assume social roles, participate in family interactive activities, employ learning processes, and structure their oral and written communication. CTEL 2.7, 10.3
4. Examine the implications of cultural diversity in adapting teaching styles, promoting meaningful interactions with students, arranging the classroom learning environment, developing an appropriate multicultural curriculum, and involving parents. CTEL 4.4, 7.4, 7.5
5. Identify techniques and strategies that could eliminate ethnocentrism in school curriculum, resource materials, and classroom learning opportunities. CTEL 2.5
6. Demonstrate an appreciation for the need of a global perspective that will enable teachers to become more creative and effective agents of social change - through participation in the various threaded discussions. CTEL 9.2, 9.3
7. Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs. CTEL 10.2

Informed Educators

Candidate will explore, reflect upon and develop more integrated meaning for the significant issues in this online course. The professional learning goals also include the following:

1. Define the basic concepts, theories, and philosophical beliefs of culture and the foundations of English Language Literary. CTEL 7.2, 9.1

2. Explain what it means to have respect and appreciation for individual, families, communities and cultural differences of students, in terms of their race, culture, social class, gender, language, and religion. CTEL 9.1, 9.2, 10.3, 10.4
3. Investigate the varied dimensions of culture influencing the way students think, assume social roles, participate in family interactive activities, employ learning processes, and structure their oral and written communication in programs for English Learners. CTEL 7.1
4. Examine the implications of cultural diversity in adapting teaching styles, promoting meaningful interactions with students, arranging the classroom learning environment, developing an appropriate multicultural curriculum, and involving parents. CTEL 5.5
5. Identify techniques and strategies that could eliminate ethnocentrism in school curriculum, resource materials, and classroom learning opportunities. CTEL 9.3, 9.4
6. Demonstrate an appreciation for the role culture plays in the classroom and school by promoting culturally inclusive learning environments. CTEL 10.1
7. Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs. CTEL 2.1-2.7, 5.5

Student Learning Outcome	CTEL	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none"> Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs Explain what it means to have respect and appreciation for individual and cultural differences of students, in terms of their race, culture, social class, gender, language, and religion Define the basic concepts, theories, and philosophical beliefs of culture and the foundations of English Language Literary 	<ul style="list-style-type: none"> 2.1-2.7 7.2, 9.1 	<p>Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13)</p> <p>Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12)</p>	<p>Cultural Ethnography Study (Key Signature Assignment)</p> <p>Part I: Ethnography Study</p>
<hr/> <ul style="list-style-type: none"> Explain what it means to have respect and appreciation for individual, families, communities and cultural differences of students, in terms of their race, culture, social class, gender, language, and 	<hr/> <ul style="list-style-type: none"> 9.2, 9.3 		<hr/> <p>Part II: Inclusive Instruction Research and Analysis</p>

<p>religion.</p> <ul style="list-style-type: none"> Identify techniques and strategies that could eliminate ethnocentrism in school curriculum, resource materials, and classroom learning opportunities Demonstrate an appreciation for the need of a global perspective that will enable teachers to become more creative and effective agents of social change - through participation in the various threaded discussions <p>-----</p> <ul style="list-style-type: none"> Investigate the varied dimensions of culture influencing the way students think, assume social roles, participate in family interactive activities, employ learning processes, and structure their oral and written communication Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs Demonstrate an appreciation for the role culture plays in the classroom and school by promoting culturally inclusive learning environments 	<p>-----</p> <p>Part III:</p> <p>10.1, 10.2, 10.3, 10.4</p>		<p>-----</p> <p>Part III: Inclusive Instruction and Methods</p>
<ul style="list-style-type: none"> Define the basic concepts, theories, and philosophical beliefs of culture and multicultural/intercultural education Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs Examine the implications of cultural diversity in adapting teaching styles, promoting meaningful interactions with students, arranging the classroom 	<ul style="list-style-type: none"> 5.5 7.1, 7.2, 10.2 <p>9.4</p>		<p>Inclusive Instructional Center</p>

learning environment, developing an appropriate multicultural curriculum, and involving parents			

Professional Teacher Dispositions

In alignment with our Conceptual Framework, Azusa Pacific University is committed to supporting our students in their endeavor to become Ethical, Responsive, and Informed educators. Dispositions will be addressed in each course. Failure to maintain the appropriate dispositions may result in removal from the program.

Current NCATE definition of dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (NCATE 2015)

During each course, if dispositional issues arise, instructors will complete a Dispositional Notice, meet with the candidate to develop a remediation plan, and report same to the program director so continued adherence can be monitored. Additionally, Dispositions Rating sheets are included in each class's Sakai site so students are kept aware of the expectations throughout their program.

Credit Hours

Following the APU Credit Hour policy, to meet the identified course learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 9 week term will approximate 5 hours per week of direct faculty instruction (synchronous chat and class sessions, asynchronous forum discussions), and faculty-guided content (lessons and presentations). and an additional 15 hours per week of learning activities, projects, and discussions.

In addition, out-of-class student work will approximate a minimum of 15 hours of graduate level work each week.

Per APU Credit Hour Policy, one (1) hour of class time must be accompanied by three (3) hours of out of the class student work.

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this <u>3</u> unit course, delivered over a <u>9</u> week term will approximate:	
Hours	
40	Ethnographic Study (Signature assignment)
10	Cultural Inclusive Instructional Center Activity

10	Faith Integration Assignments
10	Home-School Partnership
15	Weekly Forum Discussions
20	Weekly Assignments
30	Textbook and Supplemental Readings
135 hours total	

VI. Required Textbooks and Study Resources

1. Koppelman, K. L. & Goodhart, R. L. (2008). Understanding Human Differences: Multicultural Education for A Diverse America. New York: Pearson Education, Inc.
2. Kroeger, S.D. & Bauer, A.M. (2004). Exploring Diversity: A Video Case Approach. Upper Saddle River, New Jersey: Pearson Education, Inc.
3. Diaz-Rico, L. T. (2008) A Course for Teaching English Learners. Boston: Pearson.

Copyright Responsibilities:

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at

http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Information Literacy and Use of the Library:

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.

This course provides students the opportunity to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

VII. Course Requirements:

A. All students in the School of Education are required to maintain a current subscription to Taskstream and be enrolled in the applicable program folios. All students are required to submit particular assignments and other forms in Taskstream as they progress through their program. These assignments must be submitted in Taskstream by the deadline specified in the syllabus. It is the responsibility of the student to ensure that he/she has an active Taskstream account, is enrolled in the correct folio(s), and submits his/her assignments to the correct evaluator.

For Taskstreams help, go to:

Taskstream – 800-311-5656 help@Taskstream.com

IMT Help Desk - 626-815-5050 support@apu.edu

The signature assignment in this course must be submitted in Taskstream by the deadline specified in the course syllabus.

B. Participation//Late Assignment Policy/Attendance

For maximum benefit to our learning community, active participation, completion of assigned readings, assignments, activities, and preparation prior to discussion is critical. Together we will provide a broader, richer experience for all members of our learning community.

- Postings to Forums : To receive full credit you will need to participate [your original post and response to minimum of two other classmates] in required forums. Your initial postings (answers to the questions) must be posted ***before the last two days of the Forum closing*** to receive full credit. Posting on the last day does not give your classmates time to respond. Posts not completed on time will result in 1/2 or 0 credit.
- All assignments must be submitted by 11:45 pm Pacific Time (PT) the day it is due.
- Assignments submitted late will result in a loss of 1 point credit for each day the assignment is late.
(Example, if the assignment was worth 10 points and your score was 9 points as a result of the late submission you would receive a final score of 8.0 for the first day late and 7.0 for the second day it was submitted late.)

Attendance for online classes is assessed through the instructor's examination of a number of factors, such as a student's full participation in assignments and activities in the online environment, engagement with classmate's in discussions, responding to prompts and forum posts, and overall contribution to the class learning. Nonparticipation for the equivalent of two classes will result in a one letter grade reduction (e.g., "A" to "B"). Nonparticipation for more than two classes will result in a failing grade

VIII. Course Evaluation and Assessment

Ethnographic Study (Signature assignment)	30%
Cultural Inclusive Instructional Center Activity	15%
Faith Integration	5%
Home-School Partnership	15%
Weekly Forum Discussions	15%
Weekly Assignments	20%
Total	100%

Grade scale

95-100=A	89-91=B+	78-80=C+	65-69=D	0-64=F
92-94=A-	84-88=B	73-77=C		
	81-83=B-	70-72=C-		

A. Class Attendance

Definition of work quality as demonstrated by letter grades:

- A Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- B More than adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision making, and development of skills and competencies in the field of education.
- C Adequate acquisition** of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade.

Please consult and refer to the Graduate Catalog Graduate Center Policies and specific program catalogs and guidelines for further information.

IX. Program/Course Policies

A. Assignment Policies

All assignments for the course are to be completed and submitted on time in order to receive full credit. Permission for late work is granted only by special request to your faculty.

B. Requests for Graduate Course Incompletes

Request for Graduate Course Incomplete is discouraged. Incompletes are rare and are available only in "special and unusual circumstances" as negotiated with the instructor prior to the end of the term. In addition, an incomplete can only be given if the student has completed a substantial part of the coursework (greater than 75%), is doing passing

work at the time the incomplete request is filed, and has satisfactory attendance up to the last day to withdraw in the term.

Please note that additional documentation related to the extenuating circumstance that prevented the teacher candidate from completing her/his work may be required.

See Graduate Catalog for policies regarding withdrawals and grade record permanence.

- C. Reuse of previous assignments from one course to another is inconsistent with plagiarism policy and is not allowed.

- D. Unless specified otherwise, the style standard by which formal writing assignments will be evaluated is the APA Style Guide.

- E. Retention of Records

You are responsible for retaining syllabi and course records. These may be needed in regard to possible grade questions and/or changes and for future requests regarding course content and expectations.

- F. Academic Integrity Policy

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

All students enrolled in this course are bound by the Academic Integrity and Dishonesty Policy including plagiarism, fabrication, academic dishonesty, and cheating.

- G. Appeals and Grievance Procedures.

Students wishing to appeal course grades may consult the Graduate Catalog for appropriate procedures.

- H. Student Support Services

There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful

completion of course requirements. For more information, please visit www.apu.edu/lec, or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at lec@apu.edu.

X. Course Assignments and Available Support Services

A. Key Signature Assignment: Cultural Ethnographic Study

Please upload your Key Signature Assignment on to TaskStream.

	Due Date
<p>CULTURAL ETHNOGRAPHIC STUDY</p> <p>The purpose of this activity is to help students to better understand culture and cultural diversity in California and the United States, by addressing the concept of culture, including its universal features: ethnocentrism, acculturation, cultural pluralism, congruence, intra and inter group differences and the impact of geography and cultural forms and practices.</p> <p><u>School/Community Ethnography:</u> An ethnographic study and paper is required of each student. Having the opportunity to experience issues of culture and diversity is a major aspect of this course. This study will allow students to explore educational cultural settings other than their own, where diversity issues are apparent and of important parts of daily school lives of English Language Learners. Students will be expected to interact with another culture through community visitations, interviews, observations, instruction or attendance. Students will integrate course concepts and readings in their final papers. Paper should be a minimum of 10 pages (APA format).</p> <p>PART I: Your Ethnographic Study will be BASED on ONE (1) student in your K-12 classroom who is from an Ethnic Group other than yours. An ethnographic Study must include the following parts:</p> <ul style="list-style-type: none"> • An introduction • The problem and relevance of the site/population of study • Questions (asked before and during the study) • Methodology (methods to get data and what is expected from it) • Discussion of Findings • Conclusions drawn by ethnographer (you) <p><u>Process:</u></p> <ol style="list-style-type: none"> 1. Choose an individual English Language Learner (ELL) student who belongs to a school/community where you will more than likely be teaching (OR are already teaching, where you are presently employed or expect to be.) The ELL student must be 	<p>Week 9</p> <p>Part I: CTEL 2.1-2.7</p> <p>Part II: 9.1, 9.2, 9.3, 9.4</p> <p>Part III: 10.1, 10.2, 10.3, 10.4</p> <p>Part IV: 7.5</p>

<p>of a different Ethnic group than you.</p> <ol style="list-style-type: none"> 2. Develop your project around an ELL student. 3. Examine the ethnic, socio-economic and racial environment of the <u>individual student</u>. This environment must be different than your own. 4. Visit the school administration, attain the general characteristics of the population, students and/or general community i.e. race, ethnicity, socioeconomic and linguistic diversity. 5. Visit the surrounding environment and interview a parent, volunteer, teacher assistant, or another teacher in an informal setting and gain an insight into their personal or professional attitudes towards this school and community. 6. Visit and/or interview community service providers in the local area: (Remember this is only a suggestion for adding depth to your project. This will help you better understand your student/s). 7. Other suggestions are: <ul style="list-style-type: none"> • Cultural event - i.e. attend one cultural event or gather information regarding the cultural event, which reflects the ethnic and cultural background of the student. • Family - i.e. visit and interview the family of the student regarding their relationship with the public school and their educational expectations of this child. • Internet Research - gather information pertinent to any piece of your ethnography. <p>Keep a daily journal of your experiences, interviews and observations. You must apply the readings and class concepts. You will be graded on the type and relevance of the experience, your reflections, your descriptions, accounts and the integration of the reading to explain and validate your findings. Enjoy the experience!</p> <p>8. You must have your project proposal by the Second Weekend.</p> <p>9. Due: Last session. Be prepared (per instructor directions) to share your study with the class.</p> <p>PART II: INCLUSIVE INSTRUCTION RESEARCH AND ANALYSIS</p> <p>Research: Based on your experiences of your Ethnographic Study.... research the topics of Immigration, Race, Language, and Social Justice in America as presented by Koppelman chapters 4, 5, and 7.</p> <p>Write an Analysis: write about the experiences of your chosen Cultural Group in the United States. Keep the focus on the topic of culture in the classroom, school social/cultural demands, language</p>	
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policies/politics, and the role teachers play in the Schooling Process of Ethnic groups.

1. A history of your target group, which covers their immigration to the US, challenges and opportunities they have had in the US. An historical timeline would be effective.
2. A critical analysis of the group's values, political, socio-cultural and economic issues confronting this group in the US and how this activity has helped to increase your awareness of these issues...in specific those of education, equity, language policies, social biases, ethnocentrism, acculturation, pluralism, intra/intergroup differences, geographic/cultural forms and practices, diversity and social justice
3. Consider how crosscultural interactions affect by cultural differences and communication patterns/discourse

PART III: INCLUSIVE INSTRUCTION AND METHODS

Analysis: Write a 4 pages Research Paper to discuss the way schools and the classroom (teachers) can be supportive by creating culturally inclusive learning environments where students (of your chosen CLD cultural group) can learn about their own cultures and language ties to their families/communities while also learning the content of curricular demands...based on your Ethnographic and Analysis of your chosen cultural group.

It will be important to use CCSS and ELD standards as the entry points to promote instructional methods and opportunities to develop cultural inclusiveness in the classroom. This will be especially important to note the difference between ELD, SDAIE, and Comprehensive-ELD instruction.

Students will make clear connections to the way Inclusive Instruction can be planned and integrated into curricular instruction as critical component of the INTEGRATION of Comprehensive ELD and CCSS subject area/grade level standards.

Make sure to also choose one of the video cases on the Exploring Diversity Videos that relate to your topic/cultural group. The videos will assist you in choosing and elaborating an analysis and suggestions for daily teaching use of appropriate curriculum to promote inclusiveness and cultural relevant teaching.

B. CULTURAL INCLUSIVE INSTRUCTIONAL CENTER ACTIVITY

	Due Date
In classrooms, Learning Centers are used to provide students with	

<p>alternative experiences than teacher-directed learning. Centers find their theme in topics used in class and accessible areas and resources for students to use. For example, in a math class a teacher can make a center about measurement. An Inclusive Instructional Cultural Center would have materials without bias, informative, about all cultural groups, provide ELD students with opportunities to be exposed to equity and diversity issues, drawings, and activities to do in class/home, etc.. Centers are composed of activities that the K-12 student can work on his/her own in the classroom, take them to their desk to work on, and/or work on at home. Such activities are engaging and can be done at the students' own time as enrichment.</p> <p>Create a Cultural Inclusive Instructional Center that develops a theme or topic of your choice BASED on your Cultural Ethnographic Study (Signature Assignment), and analysis and inclusive instruction study about your chosen Cultural Group. Typically, a center is composed of a display board and includes several activities.</p> <p>To make the Center, you will need to choose/determine the following:</p> <ol style="list-style-type: none"> 1. A school grade level range (ex. 6th to 8th grade) 2. A theme or topic (ex. Martin Luther King, Social Justice, Armenian- Americans, Guatemala etc). 3. Online Resources such as images, text, and games found in websites 4. Hands-on articles related to the theme, items to take home, etc... 5. Any other resource that contributes to the physical, emotional, social, and intellectual safety of ELD students. <p>Be prepared (per instructor directions) to present your Center to the class.</p>	<p>Week 4</p> <p>CTEL 5.5 7.1, 7.2, 10.2</p>
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C. Faith Integration Assignment

Forum Discussions	Due Date
<p>The focus of the faith integration assignments for this course is: The Call to Teach is a Call to Shepherd.</p> <p>There are five (5) forums to respond to. Follow the guidelines for the Forums as included in syllabus item "E".</p>	<p>Weeks 1-5</p> <p>SOE Learner Goals: Ethical Educators TPE 8, 11, 12, 13</p> <p>CTEL 9.4</p>

D. Home-School Partnership

Partnership Plan and Written Communication	Due Date
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<p>This is a 2 part assignment.</p> <p>Part 1: Home-School Partnership Plan</p> <p>Choose a unit of study that you will be teaching and produce a plan for promoting family involvement that reflects culturally responsive practices. The plan should indicate specific ways the family and community can be involved in the unit of study, and offer a plan for evaluating the success of the plan.</p> <p>Part II: Written Communication</p> <p>Create and submit a written communication to family members to promote family and community involvement in the student's learning specific to the unit of study you chose for Part 1.</p> <p>There are three parts to this assignment. First you will explain the purpose and intent of the written communication, the intended audience, and how this is an appropriate communication for the target family and community members. Second, you will submit a sample of the written communication, for example, a newsletter or a letter. Finally, you will offer an evaluation of the results of your written communication to family and community members. Did it promote or hinder family and community involvement in the student's learning? How? What suggestions would you offer for future communications?</p>	<p>Week 3</p> <p>CTEL 2.4, 5.5, 9.1, 9.2, 9.4, 10.3</p>
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E. Forum Discussions

Forum Discussions	Due Date
<p>All students are required to participate and engage themselves in a variety of ways for this course.</p> <p>This class makes use of a debate format where participants engage in thoughtful discussion regarding various topics through Forums. The section of Forums provides a way for participants in the class to interact with each other as they do not have the opportunity to meet face to face. For this reason, participation is vital. As all participants approach topics with their own unique world views, there may be, at times, disagreement and argument present. However, please note that "argument" does not mean "attack". If you do not agree with a particular viewpoint that has been expressed, your responses should focus on why you disagree, supporting your viewpoint with references.</p>	<p>Weeks 1-9</p> <p>Course associated CTET standards SOE Learner Goals CTC TPEs</p>

<p>Each week there will be one (1) course content- specific discussion forum for students to participate in.</p> <p>[Note: There are also Faith Integration Forums – these can be found in the Faith Integration Forum tab in Sakai.]</p> <p>See Forum Posting Guidelines in Sakai and Syllabus section VII B.</p>	
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F. Weekly Assignments

Weekly Assignments	Due Date
<p>Participation: All students are required to participate in the weekly assignments and engage themselves in a variety of ways for this course.</p> <p>Participation includes reading from the texts and other resources, providing written viewpoints and reflective responses to readings, completing assigned activities based on course readings and lectures, video case studies, response papers to course podcasts, and moderating a Forum discussion.</p> <p>Video Case Study Analysis Based on Kroeger, S.D. & Bauer, A.M. Textbook</p> <p>Examine the issues, strategies, and practices you were able to identify - in those activities presented on the CD - that could/will be helpful to you, a teacher, at your own teaching assignment. Write a one (1) page paper detailing what you discovered and how it will/could help you better serve your own students.</p>	<p>Weeks 1-9</p> <p>Course associated CTET standards SOE Learner Goals CTC TPEs</p>

Course Calendar and Schedule

This is subject to change depending on the particular teacher's plan and approach. Course calendar and schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Date	Topic	Assignments	Faith Integration Topics to Respond to:	CTET Domain Subtests

Week 1	Culture, Worldview and Cultural structures 1. Defining culture. The external and Internal Elements of Culture 2. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	1. Define culture and worldview 2. Identify the internal and external elements of culture 3. Ethnographic Study 4. Faith Integration 5. Forum discussion Reading: Koppleman chapter 1	Focus: The Call to Teach is a Call to Shepherd The Lord is my Shepherd Role of a teacher.	Test 3, Domain 1, 001 CTEL 9.4
Week 2	Cross-cultural Communications and Conflicts 1. Cultural Diversity and Cultural Differences 2. Cross cultural/Intercultural Communications 3. Acculturation 4. Prejudice, racism, ethnocentrism, etc. 5. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	1. Describe the stages or phases of acculturation 2. Forum discussion 3. Video Case Study: Majority Culture (Kroege & Bauer)- Analyze issues, strategies, and practices 4. Share a reflection paper with classmates addressing a situation involving conflict related to differences in cultural values among students, teachers, parents/guardians and/or the community, and strategies appropriate for managing and/or resolving the conflict 5. Ethnographic Study 6. Faith Integration 7. HAVE a proposed topic for Ethnographic Study Readings: • Diaz-Rico chapter 8 • Koppleman chapters 2 & 3	I Shall not Want. Investing in students' lives.	Test 3, Domain 1, 002, 004
Week 3	Historical roots of racism and oppressions in the United States 1. Historical issues and challenges of culturally and linguistic diverse groups in the US and California.	1. Forum discussion 2. Ethnographic Study 3. Faith Integration 4. Home-School Partnership assignment due	He makes me lie down in green pastures. Matching needs with	Test 3, Domain 1, 003

	2. Demographic trends related to cultural and linguistic diversity in the US and California. 3. Migration 4. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	Reading: Koppleman chapters 4 & 5	manag- ment techniques	
Week 4	Cultural Diversity in the American Educational Systems 1. School Culture v. Home culture and academic achievement 2. Cultural beliefs, values, attitudes and assumptions and their impact on student achievement 3. Teacher Expectations and academic achievement for minority students. 4. Parent and Community involvements and their impact on academic achievement 5. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	1. Video Case Study: Second Literacy in an Urban School - Analyze issues, strategies, and practices 2. Forum discussion 3. Ethnographic Study 4. Faith Integration 5. Cultural Inclusive Center Activity due Readings: Diaz-Rico chapter 9 Kroege & Bauer chapters 1 & 4	He leads me beside quiet waters. Resources and support systems	Test 3, Domain 2, 005, 006, 007, 008
Week 5	Religious Oppression and Pluralism in the US and California 1. Historical origins of American Religious pluralism. 2. Religious oppressions in America's past and present 3. Contemporary issues on Religious liberty and tolerance. 4. The Weekly Case Study -	1. Forum discussion 2. Ethnographic Study 3. Faith Integration Reading: Koppleman chapter 6	He restores my soul. Restorative education	Test 3, Domain 1, 003

	based on issues surrounding culture; and, the management of cultural scenarios in our classrooms			
Week 6	Gender Differences and Sexual Orientation 1. Sexism and Gender roles and differences 2. Alternative life styles. 3. Sexual orientations and the concept of family 4. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	1. Forum discussion 2. Ethnographic Study Readings: Koppleman chapters 9 & 10 <ul style="list-style-type: none"> ○ GLBT and Educ'l Law ○ GLBT and Religion ○ NEA Task Force on Sexual Orientation ○ Public Schools and Sexual Orientation 		Test 3, Domain 2, 005, 006 ,007, 008
Week 7	Differentiated Learning and Inclusive Teaching 1. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	1. Forum Discussion 2. Video Case Study: (Kroeger) 3. Ethnographic Study Reading: Kroeger & Bauer chapter 2		Test 3, Domain 1, 002, 004
Week 8	Class and Social Inequality 1. Power and Status n the US and California 2. Political and economic issues of migration and immigration. 3. Community school, school funding, busing, etc. 4. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	1. Forum Discussion 2. Reaction paper to Jonathan Kozol's Podcast on SES and educational inequity 3. Ethnographic Study Readings: <ul style="list-style-type: none"> • Koppleman chapter 11 • Kroeger & Bauer chapter 3 		Test 3, Domain 1, 001, 003 Test 3, Domain 2, 007,008
Week 9	Exceptionality 1. Cultural, individual, and institutional Ableism 2. Special needs Students.	1. Ethnographic Study DUE 2. Forum Discussion 3. Presentation per Instructor directions 4. Video Case Study: One		Test 3, Domain 2, 006 , 008

	3. Gifted and Talented students 4. Differentiated Instruction 5. The Weekly Case Study - based on issues surrounding culture; and, the management of cultural scenarios in our classrooms	Teacher's Influence (Kroeger & Bauer) 5. Reflection Paper on primary text due (Koppelman, classroom application and strategies to employed to support instruction for ELs) due Reading: <ul style="list-style-type: none"> Koppleman chapter 12 Kroeger & Bauer chapter 2 (review) 		
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Content Related Forums

Session	Prompt
1	The Idea of Multicultural Education: Question: How would a multicultural education approach to education change our educational landscape in the next 20 years compared to the current essentialist approach to education?
2	Engaging the American Cultural Landscape: Question: In what ways have America's ideas and ideals differed from her cultural practices?
3	The Place of Multicultural Education in American History: Question: What place does the history of multicultural education have in the overall narrative called American history?
4	Race and Racism in American Classrooms: Question: When a student is a minority in the classroom either by race or gender, what challenges would that student face based on his/her minority status? What can teachers do to mediate that?
5	Religious Pluralism in America: Question: Has the idea of religious pluralism proved beneficial or harmful to the American educational setting and the American society? Why?

6	<p>Gender Inequality and its Effect Upon Education:</p> <p>Question:</p> <ul style="list-style-type: none"> •How should the educational settings address issues of gender discrimination today? •California SB 48 recently mandated the teaching of Gay history in California P-12 schools. What issues does this new law raise for you as a teacher?
7	<p>Curriculum, Planning, and Teaching in the Multicultural Classroom:</p> <p>Questions: Based on your research, study, and development of assignments for this course thus far, respond to the following:</p> <ul style="list-style-type: none"> •What are the factors responsible for achievement gaps in American Education? •What roles can teachers play in closing the Achievement gap in the American educational setting?
8	<p>Class, Poverty, and Social Inequality:</p> <p>Please download and read the attached documents and respond to them as part of the class discussion for this week.</p> <ul style="list-style-type: none"> • <u>Poverty in American History</u> by Mark Huddle. Take time to check out the included video and resource links from this report. <ul style="list-style-type: none"> ○ Lyndon Johnson's State of the Union; the "War on Poverty" Speech: http://www.youtube.com/watch?v=qfT03Ihtlds ○ Excerpt from the American Experience, <i>Lyndon B. Johnson: The Great Society</i>: http://www.youtube.com/watch?v=znQKueSDpvI&feature=related ○ History Poverty Statistics, 1959-2006, US Census Department: http://www.census.gov/hhes/www/poverty/histpov/hstpov2.html ○ University of California Atlas of Global Inequality: http://ucatlas.ucsc.edu/ ○ Poverty in American Project: http://www.povertyinamerica.psu.edu/ ○ Global Action Atlas: Poverty and Hunger: http://www.actionatlas.org/humanitarian/poverty-hunger/uid/paaB342AA6251A405B43 • A <u>Brief History of Poverty</u>, by Tim Lambert <p>How do these two authors speak to the question of poverty in ways that Educators ought to show concern over? How do they speak to YOU? Why?</p>
9	Exceptionality and Learner-Centered Pedagogies:

	Question: Many school districts are choosing to go the route of full inclusion as a way to provide Fair and Appropriate education and ensure Zero Reject. Identify the strengths and weaknesses of full inclusion.
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Faith Integration Forums

Focus: The Call to Teach is a Call to Shepherd

Resource Article: The Pastoral Teacher (DomNwhachukwu, C.). 2006.

Session	Faith Integration Prompt
General Directions	Read the article titled <i>The Pastoral Teacher</i> , found in the Resources tab in Sakai. The Forum prompts refer to this article.
Week 1	<p>The Lord is my Shepherd excerpt</p> <p>This narrative identifies the teacher as a shepherd. This biblical imagery presents a challenge to all teachers in regards with how they see themselves and their roles as classroom teachers. List basic elements that should shape your character and interactions with your students based on this narrative. Number each element you identify and explain what you mean. For example, if you identify “Caring” as an attribute you are compelled to develop, you will need to explain what you mean by caring and how it will impact the way you do things.</p>
Week 2	<p>I Shall not Want excerpt</p> <p>This narrative identifies the teacher as the one who satisfies the longings in her students. This biblical imagery presents a challenge to all teachers in regards with how creative they are and how much they are willing to invest in leading their students to attain their highest potentials. List basic changes that you need to make in your teaching styles and classroom management so you can become the shepherding teacher who feeds his/her flock adequately. Number each change you list and explain how you would implement it. For example, if you identify “plan lessons that engage every child in my classroom” as a change you would make, you will need to explain what strategies you want to introduce, what differentiations you would make for different students to be sure their individual needs are being met in your classroom.</p>
Week 3	<p>He makes me lie down in green pastures excerpt</p> <p>This narrative speaks to the issues of classroom management. This biblical imagery presents a challenge for teachers to know their students as individuals, know their needs, and know how to meet those individual needs as basic steps to effective classroom management. List basic principles that should drive your classroom management policies and behaviors based on this insight. Number each step you list and explain</p>

	how you would implement these. For example, if you choose to “make sure every student had a breakfast” how would you do that?
Week 4	<p>He leads me beside quiet waters excerpt</p> <p>This narrative speaks to the issues of resources to meet students’ needs. This biblical imagery presents a challenge for teachers to know look for alternative avenues to meet their needs by exploring outside resources and support systems that will meet your students’ needs. List basic needs of your students which are not being met presently. List steps you would take to explore outside resources to meet those needs. Number each step you list and explain how you would implement these. For example, if you choose to “contact Rigby books and request free books for students who cannot afford their own books,” when would you do that?</p>
Week 5	<p>He restores my soul excerpt</p> <p>This narrative speaks to the issues of helping to restore hope to students who may feel disenfranchised from the mainstream educational system or “harmed” by it as a result of inadequate learning opportunities, false assumptions about ability, and “labeling” that results in tracking. What are specific ways you <u>will</u> provide a learning environment that is <i>restorative</i>?</p>

Appendix B: CTEL/CLAD Student Learning Outcomes Matrix

EDUC 501 Language Structure and Use

Student Learning Outcome	CTEL (Essential Questions)	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none"> • The complex choices of structures used in communicating meaning to others in English, including systems for phonology, morphology, syntax, semantics, pragmatics, and discourse • The nature and role of language functions and variations influencing individual and cultural differences in communication in English • Assessment, analysis, and identification of structural/production errors in spoken and written forms of English • The significant implications of factors, which most affect language learning, including: physical, affective and cognitive psychological factors, socio-cultural and political factors, contact, acculturation, and pedagogical factors • Design of instructional plans for the explicit instruction of English structure 	Part I: <ul style="list-style-type: none"> • 2.3 • 4.1 - 4.3 • 4.5 - 4.6 Part II: <ul style="list-style-type: none"> • 3.1 • 3.4 - 3.6 • 6.2 Part III: <ul style="list-style-type: none"> • 4.7 • 5.3 - 5.5 • 7.3 • 7.5 	<ul style="list-style-type: none"> • Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13) • Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12) 	Language Sample Project Part I: Language Sample Part II: Analysis of Language Sample Part III: Interventions based on Language sample
<ul style="list-style-type: none"> • Assessment, analysis, and identification of structural/production errors in spoken and written forms of English 	6.1, 6.2, 6.3, 6.4		Assessment and Instructional Planning
<ul style="list-style-type: none"> • Design of instructional plans for the explicit instruction of English structure 	4.4, 7.2, 7.3, 7.5, 8.1		Strategies Assignment

EDUC 502: Foundations of Literacy Development and Content Instruction for English Learners

Student Learning Outcome	CTEL (Essential Questions)	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none"> The underlying philosophies and assumptions for various instructional program models for English learners The foundations of English language literacy, including oral and written language development Assessment-based instructional planning, organization and delivery for English learners, including effective resource use Current approaches and methods in content based ELD and SDAIE Language and content area instruction for English learners, including differentiation and scaffolding of assessment Use appropriate computer-based technology to facilitate the teaching and learning process 	Part I: <ul style="list-style-type: none"> 6.3 - 6.4 7.2 - 7.5 Part II: <ul style="list-style-type: none"> 6.4 8.4 Part III: <ul style="list-style-type: none"> 3.1 8.1 	<ul style="list-style-type: none"> Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12) 	Assessment Based Instructional Planning Assignment Part I: Assessment and SDAIE Instruction (thematic unit) Key Signature Assignment Part II: Unit Planning and Content Part III: Thematic Unit Presentation
<ul style="list-style-type: none"> The historical, legal and legislative foundations of programs for English learners, including federal and state laws, policies and legal decisions Demographic changes at the local, state and national levels 	<ul style="list-style-type: none"> 2.3 - 2.4 2.7 7.1 9.3 	<ul style="list-style-type: none"> Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13) 	Research Paper

EDUC 503: Practical Approaches and Methods to Literacy Development for English Learners

Student Learning Outcome	CTEL (Essential Questions)	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none"> To make adequate use of multiple measures and assessments to provide candidates with time constructive feedback on the teachers skills and knowledge pertaining to teaching English Learners To acquire knowledge regarding the principles of standard based assessment and instruction as well 	Part I: <ul style="list-style-type: none"> 3.1- 3.6 6.1, 6.3, 6.4 	<ul style="list-style-type: none"> Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. 	ELD Literacy, Methods, and Tutoring Assignment Part I: ELD Literacy and Tutoring

<p>as the types and roles of assessment regarding language and content area instruction of English Learners</p> <ul style="list-style-type: none"> • To acquire knowledge of the foundations of instructional English Learners, foundations of ELL literacy, the use of ELD and SDAIE planning and organization and delivery • Select and apply multiple strategies to access core content and assess students' prior knowledge • Develop curricula applying current ELD approaches. Use appropriate computer-based technology to facilitate the teaching and learning process • Implement California English/language arts Standards in content-based lessons, including the communicative areas of listening, speaking, reading and writing. • Provide students with cognitively engaging input and modify content-area texts to address English learner needs. 	<p>Part II:</p> <ul style="list-style-type: none"> • 7.1 - 7.5 • 9.1 • 10.1 <p>Part III:</p> <ul style="list-style-type: none"> • 8.1 - 8.4 	(TPE 13)	<p>Part II: Cultural, Linguistic Assessment Analysis</p> <p>Part III: ELD Instruction and Differentiation</p>
<ul style="list-style-type: none"> • To recognize the importance and place in instruction of research based theories, processes and stages of language acquisition • Develop curricula applying current ELD approaches 	<ul style="list-style-type: none"> • 5.1, 5.2 • 8.1, 8.4 	<ul style="list-style-type: none"> • Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12) 	Strategies Assignment

EDUC 544: Educational Equity and Cultural Diversity in a Pluralistic Society

Student Learning Outcome	CTEL (Essential Questions)	School of Education (SOE)/TPE	Assignments Used to Assess
<ul style="list-style-type: none"> • Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs • Explain what it means to have respect and appreciation for individual and cultural differences of students, in terms of their race, culture, social class, gender, language, and religion 	<ul style="list-style-type: none"> • 2.1-2.7 • 7.2 • 9.1 - 9.3 • 10.1 - 10.4 	<ul style="list-style-type: none"> • Demonstrate an understanding of the integration of a Christian worldview and the needs of students in the K-12 classrooms who are recent immigrants and/or English language learners. (TPE 13) 	<p>Cultural Ethnography Study (Key Signature Assignment)</p> <p>Part I: Ethnography Study</p> <p>Part II: Inclusive Instruction Research and Analysis</p>

<ul style="list-style-type: none"> • Define the basic concepts, theories, and philosophical beliefs of culture and the foundations of English Language Literary • Explain what it means to have respect and appreciation for individual, families, communities and cultural differences of students, in terms of their race, culture, social class, gender, language, and religion. • Identify techniques and strategies that could eliminate ethnocentrism in school curriculum, resource materials, and classroom learning opportunities • Demonstrate an appreciation for the need of a global perspective that will enable teachers to become more creative and effective agents of social change - through participation in the various threaded discussions • Investigate the varied dimensions of culture influencing the way students think, assume social roles, participate in family interactive activities, employ learning processes, and structure their oral and written communication • Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs • Demonstrate an appreciation for the role culture plays in the classroom and school by promoting culturally inclusive learning environments 		<ul style="list-style-type: none"> • Reflect in their instructions and interactions moral and ethical principles which would help promote wholeness in the lives of their students. (TPE 8, 11, 12) 	Part III: Inclusive Instruction and Methods
<ul style="list-style-type: none"> • Define the basic concepts, theories, and philosophical beliefs of culture and multicultural/intercultural education • Identify current research and educational initiatives that provide new insights into developing, implementing and evaluating successful multicultural education programs • Examine the implications of cultural diversity in adapting teaching styles, promoting meaningful 	<ul style="list-style-type: none"> • 5.5 • 7.1 -7.2 • 9.4 • 10.2 		Inclusive Instructional Center

interactions with students, arranging the classroom learning environment, developing an appropriate multicultural curriculum, and involving parents			
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Appendix C: CTET/CLAD Candidate Teach-Out Plans

	Candidate Identifier	Courses Completed	Courses Remaining	Teach-Out Schedule	Anticipated Recommendation Date
1.	2151CLAD01A	None	EDUC 501 EDUC 502 EDUC 503 EDUC 544	EDUC 501 - Fall 1, 2015 (09/08/2015 to 11/09/2015); EDUC 502 - Fall 2, 2015 (11/16/2015 to 01/30/2016); EDUC 503 - Spring 1, 2015 (02/08/2016 to 04/09/2016); EDUC 544 - Spring 2, 2015 (04/18/2016 to 06/18/2016)	06/28/2016
2.	2104SPED22B	EDUC 544	EDUC 501 EDUC 502 EDUC 503	EDUC 501 - Fall 1, 2015 (09/08/2015 to 11/09/2015); EDUC 502 - Fall 2, 2015 (11/16/2015 to 01/30/2016); EDUC 503 - Spring 1, 2015 (02/08/2016 to 04/09/2016)	04/19/2016
3.	2141CLAD01C	EDUC 501 EDUC 502 EDUC 544	EDUC 503	EDUC 503 - Spring 1, 2015 (02/08/2016 to 04/09/2016)	04/19/2016
4.	2144CLAD01D	None	EDUC 501 EDUC 502 EDUC 503 EDUC 544	EDUC 501 - Fall 1, 2015 (09/08/2015 to 11/09/2015); EDUC 502 - Fall 2, 2015 (11/16/2015 to 01/30/2016); EDUC 503 - Spring 1, 2015 (02/08/2016 to 04/09/2016); EDUC 544 - Spring 2, 2015 (04/18/2016 to 06/18/2016)	06/28/2016
5.	2141CLAD01E	EDUC 501 EDUC 544	EDUC 502 EDUC 503	EDUC 502 - Fall 2, 2015 (11/16/2015 to 01/30/2016); EDUC 503 - Spring 1, 2015 (02/08/2016 to 04/09/2016)	04/19/2016
6.	2147CLAD01F	None	EDUC 501 EDUC 502 EDUC 503 EDUC 544	EDUC 501 - Fall 1, 2015 (09/08/2015 to 11/09/2015); EDUC 502 - Fall 2, 2015 (11/16/2015 to 01/30/2016); EDUC 503 - Spring 1, 2015 (02/08/2016 to 04/09/2016); EDUC 544 - Spring 2, 2015 (04/18/2016 to 06/18/2016)	06/28/2016
7.	2147CLAD01G	None	EDUC 501 EDUC 502 EDUC 503 EDUC 544	EDUC 501 - Fall 1, 2015 (09/08/2015 to 11/09/2015); EDUC 502 - Fall 2, 2015 (11/16/2015 to 01/30/2016); EDUC 503 - Spring 1, 2015 (02/08/2016 to 04/09/2016); EDUC 544 - Spring 2, 2015 (04/18/2016 to 06/18/2016)	06/28/2016



Appendix D: Communication to CTEL/CLAD Active Candidates from Department of Teacher Education

Dear XXX:
Address 1
City, State Zip

This communication is to inform you that the APU CTEL/CLAD program will not be admitting additional students. We are moving to the teach-out phase during which those who have begun the program are provided opportunity to complete it.

The teach-out phase begins Fall 1, 2015 and will end Spring 2, 2016. All outstanding requirements must be completed by June 18, 2016, for APU to recommend you to the CTC for this certification.

Our records indicate you have completed the following course requirements (based on your individual program plan):

___ EDUC 501

___ EDUC 502

___ EDUC 503

___ EDUC 544

Our records indicate that you can earn the CLAD certification by successfully completing:

___ EDUC 501 (Scheduled for Fall 1, 2015, which begins September 8, 2015)

___ EDUC 502 (Scheduled Fall 2, 2015, which begins November 16, 2015)

___ EDUC 503 (Scheduled Spring 1, 2016, which begins February 8, 2016)

___ EDUC 544 (Scheduled Spring 2, 2016, which begins April 18, 2016)

Please print a copy of this email, sign and date at the bottom, and return either a paper copy or a scanned pdf to Mona Girgis (mgirgis@apu.edu). Alternatively, you could respond to the paper copy of this communication that is being sent to your home address.

Please initial the following 3 items verifying you have read and understand the statements.

___Please contact Mona Girgis (mgirgis@apu.edu) as soon as possible if you do not plan on continuing in the program.

___Please contact your credential analyst (), if you have taken and passed CTEL tests and/or plan on taking CTEL tests to substitute for any of the above courses.

___NOTE: All requirements (coursework and/or PASSAGE of CTEL tests must be completed and confirmed by **June 18, 2016**, for APU to recommend you for the CLAD certification.)

I am aware of the APU Department of Teacher Education teach-out plan outlined above and agree to contact the department with any corrections to my teach-out plan and/or questions about the schedule of the teach-out plan.

Student Signature

Date

It is important we have clear communications during the teach-out phase of the program. Please contact Mona Girgis (mgirgis@apu.edu) via email if you have questions.

Sincerely,

JoAnn Jurchan, Ed.D.
Chair, Department of Teacher Education
School of Education
Azusa Pacific University
Azusa, California

Appendix E: Qualifications of Faculty Who Reviewed Syllabi & Will be Teaching CTET/CLAD Courses in 2015-2016

	Faculty Rank	Highest Degree Earned	California Credentials	Additional CTET/CLAD Expertise	Professional Organization Membership
1.	Associate Professor	EdD, Educational Leadership	<ul style="list-style-type: none"> • Clear Multiple Subject Credential 	<ul style="list-style-type: none"> • M.A. Teaching English to Speakers of Other Languages (TESOL) • Lead author of featured article in <i>Teaching English to Speakers of Other Languages (TESOL) Journal</i>, March 2010 • Reviewer, <i>TESOL International Journal</i> 	<ul style="list-style-type: none"> • TESOL International Association • American Educational Research Association • Association of Supervision and Curriculum Development
2.	Assistant Professor (effective 8/16/15; has been long-term adjunct)	PhD, Social Sciences and Comparative/International Education	<ul style="list-style-type: none"> • Clear Multiple Subject Credential with BCLAD; Spanish • Level II Mild/Moderate Education Specialist with English Language Authorization 1 (ELA 1) • Administrative Services Certificate of Eligibility 	<ul style="list-style-type: none"> • Dissertation: The Consciousness of Language: A Study of Language Immigrant High School Students • Elementary School Bilingual Teaching Experience in Long Beach USD, Montebello USD, and LAUSD • Reviewer, <i>Multicultural Perspectives Journal</i> 	<ul style="list-style-type: none"> • National Association for Multicultural Education • National Association of Multicultural Education, California Chapter co-founder • California Association of Bilingual Educators